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Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers. Final Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

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This report describes the organization of selected Illinois English and education teachers and scholars who cooperated in a 5-year research project to develop an "ideal" plan for teacher preparation in English, to discover through experimentation how these recommendations for improvement could be utilized in diverse institutions, and to evaluate changes which resulted from these recommendations. The document states (1) ISCPET's background and objectives, (2) its administrative structure, (3) results of ISCPET's activities, e.g., the special studies it commissioned, the "self-studies" of cooperating institutions, and the impact of the project on the national scene, and (4) ISCPET's conclusions and recommendations for reforms in English teacher preparation. Detailed summaries of ISCPET's 33 special studies on teacher preparation, evaluation, and improvement are presented. A preliminary and final statement on qualifications of secondary school teachers of English, a summary of ISCPET's activities, a list of its publications, and ISCPET's six Illinois Teacher Rating Scales are appended. (JB)

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FINAL REPORT

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

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Urbana, Illinois

July, 1969

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

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Raymond D. Crisp, Research Associate, 1966-69

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Mary van den Bergh, Secretary, 1967-68

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NORTHWESTERN UNIVERSITY - Sidney Bergquist, Wallace Douglas, Roland H. Nelson

OLIVET NAZARENE COLLEGE - Fordyce Bennett, Vernon T. Groves, Carl S. McClain

ROCKFORD COLLEGE - William D. Baker, Ronald Podeschi

ROOSEVELT UNIVERSITY - William Leppert, William Makely, Priscilla Purinton, A. LaVonne (Prasher) Ruoff, Wayne Siek

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Ad Hoc Committees Within the Twenty Institutions

(approximately two hundred persons)

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Dwight L. Burton, Florida State University
W. Nelson Francis, Brown University
Nathaniel L. Gage, Stanford University
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I

SUMMARY

A. The Problem

Explanations of the occasionally low level of achievement in English among high school graduates are both countless and various. Some of the most frequently heard ones are excessive teacher loads, inadequate and outdated instructional materials, poor home environments, too low a level of community and administrative support for English, the breadth and complexity of English itself, poorly planned and nonsequential English curricula, deficiencies in the mass media, and a national culture that chooses to emphasize science, business, industry, and entertainment more than it does effectiveness in the basic skills of listening, speaking, reading, and writing. Another contributing cause, mentioned with increasing frequency nowadays, is inadequate preparation of teachers of English. In the first half of this decade, the reports of at least three national in-depth status studies revealed that there is, indeed, legitimate cause for the country to be somewhat concerned over the poor preparation of the English teachers in its secondary school classrooms. While the English Education profession readily discounts the wildest charges made by the public against English programs and instruction, and while it points with pride at the increasingly high level of English proficiency among many students now entering college, it nevertheless concedes that English teaching in junior and senior high schools could definitely be improved and, moreover, that programs for preparing English teachers are not nearly so good as they might be.

B. Purposes and Objectives

The basic purposes of the twenty colleges and universities which banded together to form the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET) were to attempt to reach a consensus upon the most desirable competencies in teachers of secondary school English and the "ideal" program for preparing them, and to find ways in which the institutions, with their disparate backgrounds and their diverse programs and requirements, might approach that ideal. In other words, what ISCPET hoped to do was to develop a number of improved programs, with an agreed-upon commonality of content and emphasis but also with divergencies made necessary by institutional restrictions or made desirable by peculiar institutional strengths.

The forty professors of English and of Education (one of each from each of the twenty institutions) who composed a large part of the working force of ISCPET agreed from the outset (August 1964) that in their five years of study together they would strive to accomplish these objectives: improvement of their own programs for the pre-service and in-service preparation of teachers of junior and senior high school English, conducting of research on specific aspects of English teacher preparation, and dissemination of the results of both of the above efforts to the profession.

C. Methods

ISCPET's organizational structure and way of working constituted its methods.

The official ISCPET "family" had the following "members": the Headquarters Staff (the Director, the Associate Director, the Research Associate, and the Secretary), Institutional Representatives (one English professor and one Education professor from each of the twenty cooperating institutions), Ad Hoc Committees (one of five to twelve members on each of the twenty campuses), the Executive Committee (two permanent members, the Director and the Associate Director, along with three other members elected by the forty institutional representatives for staggered terms ranging from one to three years), and the Advisory Committee (twelve nationally recognized educators, including at least one expert in every area of the preparation of English teachers).

From the very beginning until the writing of its final reports, ISCPET has been a truly cooperative research project. While of necessity the Headquarters Staff did direct the general activities of ISCPET, it never did so without the approval and assistance of the Institutional Representatives. These forty people, meeting together in extended sessions at least twice each year, were the ones who made the basic policy decisions of ISCPET and helped, indirectly, to see that those decisions were carried out.

The Executive Committee met at least four times per year and provided--by telephone, as well as through its meetings--almost constant guidance to the Headquarters Staff in implementing the policies made by the Institutional Representatives. Before ISCPET could subcontract with a cooperating institution to conduct a special research study, it was necessary for the Committee to examine and approve the proposal for the study. In addition to those responsibilities, the Committee made decisions regarding publications and finances, and handled any problems that arose.

The chief responsibilities of the Ad Hoc Committee on each ISCPET campus were as follows: to assist the two Institutional Representatives (IR's) in planning and conducting special research studies, to recommend curricula changes in the institution's program for preparing English teachers, and to consider the institution's policies for screening, admitting, and retaining students who were planning to become English teachers.

The Center's Advisory Committee served to keep ISCPET personnel in touch with developments in English teacher preparation across the nation. At one time or another, all of the members of this committee provided expert advice and assistance, and all but one of them participated in at least one of the semiannual meetings of institutional representatives.

Built into ISCPET's "constitution" in the very beginning was a provision for annual visits to be made by the Director, the Associate Director, and the Research Associate to each of the ISCPET institutions. The primary purpose of these visits was to confer with the Institutional Representatives and their Ad Hoc Committees about the progress of special studies and curricular changes underway.

D. Results and Conclusions

The highlights of ISCPET's accomplishments during its five years of research are as follows: (1) the demonstrated success of its structure and way of working; (2) the development and wide use of "Qualifications of Secondary School Teachers of English: A Preliminary Statement" (Appendix A) and the subsequent development of "A Final Statement" (Appendix C); (3) the development and proven value of the ISCPET Rating Scales, Forms A-F (Appendix B); (4) the numerous steps taken by the twenty institutions to improve their programs for both prospective and in-service English teachers (Section F., Ch. IV); (5) the successful completion of thirty-three special research studies on various problems in the preparation of English teachers (Section E., Ch. IV, for summaries of the final reports); (6) the publishing of *What Every English Teacher Should Know* and *KWIC-INDEX Bibliography of Selected References on the Preparation of Secondary School English Teachers*, as well as three other publications (Appendix E., for a list); (7) the development and successful field-testing of the *Illinois Tests in the Teaching of High School English* (Section E., Ch. IV, for a summary of the report on this special study); and (8) the dissemination of more than 100,000 copies of the various ISCPET publications to members of the profession in all parts of the nation.

E. Recommendations

Among ISCPET's recommendations are these: (1) use of "Qualifications of Secondary School Teachers of English: A Final Statement" by a standing committee from English and Education, in every college and university that prepares secondary teachers, to examine and revise as needed the English teacher preparatory program; (2) use of ISCPET Forms A-F and, when available, the *Illinois Tests in the Teaching of High School English* to provide continuing evaluative information; (3) use of *What Every English Teacher Should Know* with prospective teachers; (4) careful scrutiny and perhaps revision of in-service and graduate programs to make them maximally useful to teachers; (5) greater emphasis on preparation in the English language, with minimum requirements being history of the English language and modern English grammar; (6) at least one and preferably two courses in advanced composition, with attention to both expository and nonexpository forms; (7) a course in remedial and developmental reading; (8) attempts to cope with possible deficiencies in literary preparation, such as applied criticism, background materials, and literature for young people; (9) basic speech plus oral interpretation of literature; (10) some attention to the needs of teachers of special groups such as slow learners and the disadvantaged; (11) a special English methods course--not just general methods--to include in addition to the usual components critical thinking and use of audio-visual aids; and (12) carefully chosen supervisors of student teaching.

II

INTRODUCTION

A. The Problem and Background

Criticisms of the ability of high school graduates to use and understand English are frequent and loud. The critics claim that today's eighteen-year-olds, with occasional exceptions, have inadequate preparation in English for either the demands of a rigorous college curriculum or the needs of modern business and industry. Again and again the cry is raised that the high school graduate cannot read, spell, speak effectively, or write a series of coherent sentences. The critics have aroused large portions of the populace, causing them to demand, often vociferously, improved instruction in secondary school English.

National leaders in the teaching of English vehemently deny the validity of many of the accusations and point with confidence and pride to statistics which clearly show that the English proficiency of many of today's entering college freshmen is very high. At the same time, however, English educators frankly admit that some of the accusations are indeed valid. Probably no teacher of English would claim that all students or even most students have attained the highest level of competency possible for them.

Concern over the competency of students in English quite naturally prompts concern over the competency of teachers of English. Concern over the competency of teachers is of course not confined to English. The conferences of the National Commission on Teacher Education and Professional Standards (TEPS) have been pleading for a number of years for improvement of teacher preparation in all subjects, and have urged cooperative effort to effect such improvement. For example, the TEPS conference held at Bowling Green State University in 1958 was dedicated to this proposition:

> That those engaged in education (at all levels and in all types of schools) can, through free discussion and friendly controversy, find a central unity of purpose in the education of the nation's teachers, and that this unity of purpose can exist in a framework of divergent viewpoints and practices; in short, that educators themselves can effect needed reforms in education, can achieve the quality of education dictated by new times and new tasks, through development of new perspectives in the education of teachers.[1]

---

[1] The Education of Teachers: New Perspectives (Washington: NEA, 1958), p. ix.

Reporting on the TEPS conference on July 6, 1958, The New York Times stated:

> The leaders of a divided educational world went to Bowling Green expecting a battle of the decades on the issue of subject matter versus professional training in the preparation of public school teachers. Instead, both sides were pleased to discover that they were fighting on the same side. Both want the school teacher to be well educated as well as technically trained.

In one of the working papers of the 1958 TEPS conference, Dr. Ralph Tyler made this observation:

> I would argue that the growing fields of science, scholarship, and the arts all need constant re-thinking by all people concerned with the problems of professional education. Furthermore, changing conditions in which high school students will be living, our growing knowledge of the conditions which promote learning, our growing knowledge of social psychology, of various cultures and subcultures in our cities and rural areas, all these developments require restudy and continued collaborative effort.[2]

Later conferences of TEPS and other groups have been devoted to facets of "collaborative effort," and a number of institutions, with varying degrees of success, have attempted to implement some of the recommendations reached at Bowling Green. Perhaps the fine edge of enthusiasm of the Bowling Green participants has been somewhat blunted by constant bumping against a multitude of obstacles, but it certainly has not disappeared. For instance, the Project English Curriculum Study and Demonstration Centers, almost all of which have already completed their work and are no longer in existence, represented systematic cooperation of educators from all levels and with varying preparation, interests, and responsibilities.

Among the organizations that for many years have given serious consideration to ways of improving the curriculum and preparing effective teachers is the National Council of Teachers of English. In 1961, with advice and assistance from a number of other organizations, the NCTE published The National Interest and the Teaching of English, a widely circulated book that in some national reviews and in professional conferences was hailed as one of the decade's most significant volumes on education. Strongly emphasized throughout that book was the confusion prevalent at that time in educating teachers of English, with a resulting inadequacy of preparation for many of them. (Although the National Interest volume is now eight years old, a number of very recent national studies of the status of English teacher preparation programs clearly show that the confusion of the early 60's still, in most instances, prevails.)

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[2] Ibid., pp. 239-240.

The National Interest book dramatizes for a specific subject the shortcomings in teacher education, which a group like TEPS necessarily treats only in general terms. Underlying most of the frank criticism in The National Interest and the Teaching of English, as one of its authors comments in a personal letter, is this belief. "English as a field of study and teaching lacks definition and design. It is uncertain as to its content and method: This uncertainty is reflected in the institutional programs for preparing teachers of English. The programs are chaotic, formless, without design."[3] The same charge had been made, at least by implication, in Basic Issues in the Teaching of English, the publication of a 1958 cooperative study financed by the Ford Foundation.

Let us define the charge more specifically. English programs in the secondary schools approach chaos partly because the college and university programs for preparing teachers of English are almost chaotic. Trained in accordance with extremely varied philosophies of education, required to take no less varied arrays of courses, controlled by highly divergent state requirements, and with their competencies measured by various standards, English teachers do what is inevitable: they reflect no common philosophy of instruction and they teach whatever they happen to know or believe they know.

Statistics from The National Interest and the Teaching of English reveal some of the disparities, in terms of course requirements:

> State requirements to teach English in a secondary school range from 25 semester hours of college credits to 104, median 40, in general education; range from 12 to 27, median 18, in professional teacher education; range from 12 to 30, median 18, in the area of English, journalism, speech, and dramatics for teaching English as a full load; range from 0 to 30, median 16, in the area for teaching English as a part load.[4]
>
> Present state certification requirements do not ensure that teachers certified to teach English are well prepared. Although, perhaps rightfully, state regulations tend not to prescribe detailed programs of study, the variations in requirements from state to state suggest the need for defining minimum standards of preparation which should be generally required.[5]

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[3] Letter dated June 1, 1963, from Professor Eugene Slaughter, chairman at that time of the NCTE Committee on Preparation and Certification of Teachers of English.

[4] The National Interest and the Teaching of English (Champaign: NCTE, 1961), p. 46.

[5] Ibid., p. 48.

> Only a fourth of the nation's colleges require a course in the English language. Only 17.4 percent of the colleges require a course in Modern English Grammar. Fewer than 200 institutions are graduating teachers of English informed about modern language study. Only 41 percent of the colleges require prospective teachers of English to complete a course in advanced composition. Only 51.5 percent of the colleges require prospective teachers to complete a course in methods of teaching English.[6]
>
> Only one-third [of the colleges] require work in world literature. Only one-fifth of the programs specify the need for a course in contemporary literature or in literary criticism or critical analysis. Few institutions provide for the study of the literature written for adolescents.[7]

Early in 1964 the NCTE published a second _National Interest_ report, entitled _The National Interest and the Continuing Education of Teachers of English_. For the light that they shed on in-service English teachers' self-evaluations of their preparation and on the courses they take after beginning their teaching careers, the following statistics from the second volume are worthy of careful consideration here:

> Today, only half (51.9 percent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third (36.6 percent), to teach composition; slightly more than half (53.5 percent), to teach the English language. Fewer than one-third (32.7 percent) feel well prepared to teach oral skills, and only one-tenth, to teach reading at the secondary level. Nevertheless, among the more experienced teachers, as many as 32.3 percent reported not taking a college English course since certification or not taking one for ten years. In his more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 semester hours in language.[8]

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[6] _Ibid._, p. 60.

[7] _Ibid._, p. 75.

[8] _The National Interest and the Continuing Education of Teachers of English_ (Champaign: NCTE, 1964), pp. 5-6.

(Although NDEA Summer English Institutes and other Federal programs for in-service teachers have somewhat modified this statistical picture, recent national studies have revealed no marked improvements among a great majority of English teachers presently in secondary classrooms.)

Although the National Interest reports devoted more attention to English courses than to courses in Education, there is by no means complete agreement as to the number, nature, and sequence of Education courses that teachers of English should have. The state-required range from 12 to 27 semester hours is one indication of this fact. Another is offered by casual perusal of a few dozen college catalogues, which reveal major inconsistencies in such matters as prerequisites for entering a teaching program; requirements for remaining in it; placement and nature of the first course in Education; requirements in history of education, psychology of education, social foundations, principles, methodology, tests and measurements, and curriculum construction; and arrangements for student teaching.

More is wrong, though, than lack of agreement about course requirements in English, in Education, and in other subjects. Until the establishment of the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET), in August 1964, lacking was any concerted attempt to describe and measure the various competencies (or varied constellations of competencies) which lead to success in English teaching. Although some largely nonmeasurable qualities, such as "personality," are no doubt involved, so are others that are a little easier to find yardsticks for: e.g., knowledge of language, reading skill, acquaintance with literature, ability to compose a sentence or a paragraph, understanding of the learning process, and understanding of principles of education. An English teacher, in other words, should know certain things and be able to do certain things. On this point there is little disagreement. But the definition of "certain things," a careful exploration of the competencies that lead to successful teaching, has until only very recently remained in utter controversy. While ISCPET never believed that it could achieve a perfectly satisfactory definition, it still proposed to contribute toward it.

Even more basic than a description of the competencies needed by teachers of secondary English is a description of the attainable English competencies of the high school graduate, because in some measure the knowledge and skills of the teacher must be determined by the goals of his instruction. Given the great disparity in intelligence, background, initiative, desire, application, and interests of high school students, what level or levels of accomplishment is it possible to describe for them at the end of their high school years? Further, given the constantly changing needs of society, what is it likely that the high school graduate of 1975, 1980, or 1985 should know and be able to do? How can the English teacher help the high school graduate of tomorrow to become the adaptable, straight-thinking person he no doubt will have to be?

Although it was beyond the scope of ISCPET to prepare such a description of the English competencies of high school graduates, the ISCPET Institutional Representatives attempted to keep constantly in mind that they were preparing teachers for schools which were intended to help each student become as adaptable, straight-thinking, and well-informed as possible.

B. Purposes and Objectives

Prior to the USOE funding and the establishment of ISCPET, no group of institutions, differing in size and perspective and educational aims, had ever authorized representatives to search together for a common denominator for a program for preparing English teachers, to cooperate in an analysis of the competencies that a secondary school English teacher should possess, and to work together systematically toward the creation of individual programs which, although different in detail, share the quality of excellence.

In brief, the problem faced by the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET) was this: How can a college or university, regardless of its inherent or acquired characteristics, modify its program for preparing secondary school English teachers to bring that program closer to an "ideal" phrased in terms of common elements in the curriculum and in terms of desirable competencies in the prospective teachers? ISCPET went beyond the recommendations of *The National Interest and the Teaching of English* and other publications that present theory, in that it was searching constantly for *application* of valid theories.

ISCPET made use of a study group of scholars and outstanding teachers to develop an "ideal" plan for teacher preparation, and considered carefully recommendations made available by such scholars and teachers in the NCTE publication, *The Education of Teachers of English for Schools and Colleges*. But it also took two important next steps: (1) the implementation of a number of those recommendations through experimenting to discover how they could be put into effect in diverse institutions, and (2) the measurement of the changes that resulted from following such recommendations.

The National Interest and the Teaching of English discussed seven "important goals" which, if reached, would make possible better English instruction in the United States:

1. To focus instruction in English upon the study of language, literature, and composition
2. To educate teachers of English to the developmental and sequential nature of the study and to institute a national program for encouraging articulation of English studies throughout the school years
3. To improve present preparatory programs for teachers of English
4. To improve the preparation of practicing teachers of English
5. To improve the services and supplies available to teachers of English
6. To encourage significant research about the teaching of English
7. To recruit and prepare more teachers of English[9]

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[9] *Op. cit.*, p. 3.

Although ISCPET, as the reader will later see, was concerned peripherally with all of these seven goals--especially the first and second--it focused its attention chiefly upon the third, preparatory programs, and also paid considerable heed to the fourth, inservice programs.

Because the English preparatory programs of the twenty cooperating institutions varied so greatly at the beginning of ISCPET, it was impossible to state in detail the curricular revisions that could be effected in each institution. As stated earlier in this report, ISCPET never anticipated that a single, uniform program would be the outcome. Rather, it expected to develop a number of improved programs, with an agreed-upon commonality of content and emphasis but also with divergencies made necessary by institutional restrictions or made desirable by peculiar institutional strengths. Basically, ISCPET has been searching for answers to these questions:

1. What competencies are necessary and what additional ones are desirable in a teacher of English? What varieties of preparation are effective in producing these competencies? What preparation common to these varieties constitutes the ideal core of English teacher preparation?

2. What is the nearest approach to the ideal that can be made in a four-year undergraduate program? What permissible changes in present requirements would be necessary in each participating institution in order to approach the ideal as nearly as possible? How and when can these changes be effected? What changes in certification requirements would be necessary and desirable for approaching the ideal? How can we lead the way toward improved certification requirements rather than remain subservient to existing ones?

3. What constitutes the strongest possible preparation for an English minor who may be required to teach English?

4. What constitutes the best program for a fifth year?

5. What principles can be established for the most helpful supplementary preparation (refresher courses not leading to an advanced degree) for:

    a. the experienced secondary teacher who has been long absent from the college classroom?

    b. the once-prepared teacher who has had no recent teaching experience?

6. What are the best answers now determinable to a number of specific questions concerning the program for educating a teacher of English? Representative questions are:

    a. What preparation in literature is of particular value to prospective English teachers?

    b. What study of the English language best equips a teacher for a secondary school English classroom?

    c. What training in rhetoric and composition is especially needed?

   d. What training in the use of audio-visual aids is particularly helpful to an English teacher?

   e. What are the most relevant findings of educational psychology, especially about the learning process and about language learning?

   f. What sequence of courses in Education best equips a prospective teacher to cope with the problems he will face in the classroom from day to day?

Taking into consideration the foregoing objectives and questions, ISCPET further proposed to conduct major research studies (hereafter usually referred to as "special studies"), and the original plan was that each of the participating institutions would conduct at least one such study. The list of representative hypotheses below was prepared for the contemplation of the ISCPET Institutional Representatives even before ISCPET officially began. Although not all of the hypotheses were ever put to the test of a special study, all were eventually given serious thought and consideration at the semiannual meetings of ISCPET personnel. The hypotheses are as follows:

1. About the needs of schools

   a. Some preparatory programs are superior to others in encouraging teachers to assume an attitude of intellectual inquiry toward their subject and a sense of responsibility for their own continuing education in order to meet the changing needs of schools.

   b. Teachers in junior high schools need slightly different preparation from that of teachers in senior high schools. Teachers of special groups (such as very slow, very able, disadvantaged, or second-language groups) need specialized training.

2. In English

   a. Courses in periods, genres, authors, and criticism are more useful to the secondary teacher than are survey courses. Explication is more useful to such a teacher than is historical orientation.

   b. Advanced study of composition (beyond the college freshman year) helps teachers to perform more adequately as teachers of composition.

   c. Today's secondary English teacher needs to know systems of grammar, not just one system.

   d. Myths, biblical elements, Greek and Roman classics, and other background material seldom taught in conventional English classes constitute valuable background for a secondary school English teacher.

   e. Formal preparation in speech improves the effectiveness of an English teacher.

f. Certain findings and materials from the other Curriculum Study Centers can be identified as having special implications for preparing teachers.

g. Certain findings of the Commission on English institutes should be incorporated in college and university English curriculums, especially in programs for teachers who have been out of school for a few years.

h. A college or university can determine a best sequence of English courses in view of conditions unique to the institution and the needs of the English profession. Within such a sequence it is both possible and desirable to avoid rigidity, and to tailor requirements to fit the individual needs of prospective teachers.

3. In Education

   a. Undesirable duplication can be avoided in Education courses.

   b. Certain findings of educational psychology, especially about the learning process and about language learning, have special relevance for the prospective English teacher.

   c. Instruction in the teaching of developmental and remedial reading has special significance for the prospective English teacher.

   d. In a small institution that offers only a general methods course, it is possible to provide sufficient emphasis upon each subject in which the class members are interested.

   e. There are best ways and best times for informing prospective English teachers about such recent developments as added emphasis upon sequence, articulation, team teaching, programmed instruction, inter-age grouping, and flexible scheduling.

   f. A college or university can determine a best sequence of courses in Education in view of conditions unique to the institution and the needs of the English profession. Within such a sequence it is both possible and desirable to avoid rigidity and to tailor requirements to fit the individual needs of prospective teachers.

4. In special graduate programs

   a. A college or university can determine best practices in Master of Arts in the Teaching of English programs in view of conditions unique to the institution and the needs of the English profession, and such programs can be adapted to the differing requirements of certificated and previously uncertificated teachers.

   b. It is possible to describe effective five-year programs or three-plus-two-year programs, as distinguished from four-plus-one-year programs in the preparation of English teachers.

c. A college or university can discover the content of an effective program in linguistics, in composition, or in modern literary criticism for experienced teachers inadequately prepared in those subjects.

d. Provisions can be made for a certified teacher whose undergraduate grade point average is too low to qualify him for admission to graduate-degree work in English and who would presumably get benefit from additional study of English.

e. Provisions can be made for the English minor who lacks the extensive background in English normally required for admission to graduate study in English.

f. It is possible to describe characteristics of a special doctorate degree that would qualify its holder to offer college courses in the teaching of English, to serve as an English supervisor in a large school system, or to serve as head of a large high school English department.

5. General

a. Procedures for screening and retaining prospective English teachers can be described and evaluated.

b. A survey can reveal what recruitment practices have been tried and with what success.

c. A survey of actual teaching assignments in high school can reveal the degree of realism of Conant's single-field recommendation.

d. Colleges and state certifying agencies can work together more closely toward their common goals.

III

METHODS: ISCPET'S STRUCTURE AND WAY OF WORKING

A. Executive Committee

In every sense of the word, ISCPET was a "cooperative" research endeavor. The two Representatives of each participating institution helped to make policy decisions at semiannual meetings and indirectly governed the project through their election of the majority of the Executive Committee.

This Committee consisted of five members. Two were the Director and Associate Director of the project, who also served as Institutional Representatives of the University of Illinois, where the headquarters was located. The other three were elected by the total group of Representatives, and necessarily came from institutions other than the University of Illinois; thus no one institution could have a controlling vote. The Chairman of the Executive Committee could be neither the Director nor the Associate Director; he served as Chairman for only one year. Terms of elected Committee members were three years, with the first three elected for staggered terms. (Although he did not have a vote, the Research Associate served as a participating member of the Committee.)

The Executive Committee carried out the policies of the Representatives, sometimes made policy suggestions, approved or disapproved proposals and budgets for special studies or recommended modifications of proposals, approved or disapproved publication of selected reports on special studies, served as treasury watchdogs, and performed other executive functions as required. The Committee met four times a year, or oftener if need arose.

B. Headquarters Staff

During most of the project, the headquarters staff consisted of the Director, the Associate Director, the Research Associate, a secretary, and part-time help as needed. In the final months, when the publication schedule was heaviest, as many as six secretaries were at work. The project was housed in two converted apartments in a conveniently located building owned by the University of Illinois.

The duties of the staff were various. They met with the Executive Committee, planned and conducted the semiannual meetings of Representatives, managed fiscal affairs, made necessary purchases and disbursed funds to participating institutions as directed by the Executive Committee, handled correspondence concerning the project, delivered talks and prepared articles or pamphlets concerning the work of ISCPET, proffered advice to Representatives, paid annual visits to cooperating institutions, checked drafts of final reports and sometimes performed editorial functions, developed ISCPET's Illinois Teacher Rating Scales, Forms A-F (Appendix B), handled arrangements for administration of the English Language and Literature Test of the National Teacher Examinations, prepared bibliographies, developed the Inventory of ISCPET Activities and Impact (Appendix D) near the end of the project, made semiannual reports to the U. S. Office of Education, prepared and distributed minutes of meetings, distributed pertinent publications to Representatives, took charge of mailing close to one hundred thousand copies of ISCPET publications during the five years, conducted their own special studies as contributions to ISCPET research, and prepared this final report plus What Every English Teacher Should Know.

C. Participating Institutions

When the first proposal for ISCPET was sent to the USOE, thirty institutions had more or less firmly agreed to participate. Upon learning that USOE readers considered this number too large for efficiency and requested reduction of the number, ten institutions voluntarily withdrew but expressed continuing interest.

During the "shakedown cruise," during the first year, three more institutions withdrew and were immediately replaced by three of the others.

The twenty ISCPET institutions vary a great deal in terms of their size, the sources of their support, their location, and the scope of their academic programs. They include over half of the Illinois institutions that prepare teachers of English, and together they graduate about six percent of the nation's English teachers each year. In one typical year, three institutions each graduated about two hundred secondary school English teachers, but some of the others graduated fewer than ten each. Some of the institutions are liberal arts colleges, either church-related or independent; some are universities, either privately supported or state-supported. About half are in or near Chicago; about half are located in towns or small cities scattered through the rest of the state. While some offer only four-year undergraduate programs, others also offer master's degree work, and some also offer doctoral programs in English or Education or both. In short, the twenty institutions are a pretty fair cross-section of the nation's colleges and universities that prepare teachers for the secondary schools. Findings made by such a representative group, the planners believed, should be relevant to varied types of colleges and universities throughout the country.

D. Institutional Representatives

Each ISCPET institution was asked to designate two Representatives who would work with the project for its duration. One of these should be a member of the Department of English, the other a member of the Department or School of Education. This regulation was generally followed, although for a time both Representatives of one institution were from its Graduate School of Education, two or three institutions were sometimes represented only by members of English departments, and some joint appointments were involved. The majority of Representatives, however, were paired from English and Education, and most of them served the full five-year term.

The Institutional Representatives, called IR's for convenience, assumed leadership in their own institutions in working toward desirable modification of English Education programs. They sometimes sponsored conferences, and many of them participated in or at least attended relevant state, regional, or national conventions; funds from central ISCPET provided part of the support. IR's were the contact people with the headquarters office, for which they prepared annual progress and fiscal reports, as well as other reports as needed. They conducted or arranged for the special research study or studies made by each institution. The IR's also attended the semiannual meetings, at which they made oral reports and other presentations, exchanged viewpoints and information in both formal and informal discussions, discussed policy, elected Executive Committee members, and performed other functions as needed.

ISCPET and the profession at large are greatly indebted to these IR's for their years of loyal service--for most of them this means one-fourteenth of their biblical three score years and ten. ISCPET's demands upon their time were heavy, and except in those instances where arrangements for released time for special studies were made, they simply added this professional responsibility to others. They demonstrated repeatedly that men and women of good will, regardless of their labels, can work together effectively in a common cause.

E. Semiannual Meetings and the Qualifications Statement

Twice each year, in May and October, the IR's and the Headquarters Staff met in Chicago for a two-day conference. (During the first year three meetings were held.)

At the beginning of the project, the Advisory Committee, consisting of nationally known figures in English and Education, offered counsel to the fledgling, especially with regard to points of emphasis not to be overlooked in ISCPET's work, but also with reference to the projected statement of competencies desirable in secondary school teachers of English. Other advisers who attended meetings in the early period were high school teachers and department heads, school administrators, and curriculum specialists.

In the most intensive of the early meetings, the Representatives hammered out the initial draft of "Qualifications of Secondary School Teachers of English: A Preliminary Statement" (Appendix A), published a year later in *College English*. Although at times agreement on basic philosophy, let alone precise wording, appeared impossible, at the end a nearly unanimous consensus was reached. Following this meeting, a special session of the Executive Committee performed editorial functions and readied the document for publication. The Statement has survived the five years remarkably well, and has undergone relatively minor revision. It has served as the basis of Forms A-F (see Section J of this chapter and also Appendix B), influenced the development of the *Illinois Tests for Teachers of High School English*, was a frequent point of reference in the long deliberations involved in the MLA-NASDTEC-NCTE English Teacher Preparation Study, and has been used nationally in effecting curricular revision.

Later meetings were designed to be informational and, at least occasionally, inspirational. IR's made progress reports so that all could be informed about what was happening in each institution. Financial matters were discussed, and other business or routines attended to. Outside speakers, including a number from other states and from three foreign countries, addressed the group on relevant topics (listed in Chapter IV).

F. Institutional Ad Hoc Committees

Assisting the two IR's on each ISCPET campus was an *ad hoc* committee composed of from five to twelve members who, in most instances, came from the English and Education departments, but who, on some campuses, came from other departments as well. Although duties varied to some degree from campus to campus, the principal ones were as follows: to recommend curricular changes in the institution's program for preparing secondary school English teachers and to help in implementing the changes and in evaluating the results; to assist the two IR's in the planning and the conducting of special research studies; to consider the institution's policies for admitting students as prospective teachers of English and for retaining them in the program; and, if desirable, to recommend changes in screening and in policies for retention.

G. Preparation of Bibliographies

One of the many tasks of the Research Associate was the preparation and periodic revision of a bibliography relevant to teacher preparation in English. This was sent mainly to IR's but also to others upon request. In the course of this work the second Research Associate, Mr. Crisp, developed a KWIC-Index system for rapid finding of items in the long list in its IBM format. During the final year and a half, the bibliography was no longer maintained, partly because of other work-pressures on the compiler and partly because the essential function had been taken over by English ERIC, Teacher Preparation ERIC, and *Research in Education*. However, toward the end of ISCPET's tenure, work on the KWIC-Index was resumed, and *KWIC-Index Bibliography of Selected References on the Preparation of Secondary School English Teachers* was published for limited distribution, mainly to Institutional Representatives.

H. Institutional Visits by Headquarters Staff

Once each year, or oftener if needed, members of the Headquarters Staff paid a one-day visit to each of the cooperating institutions. Normally two members went as a team: the Research Associate and either the Director or the Associate Director. On a few occasions all three made the journey, and on a few others only one person could go.

The purpose of these site-visits included getting acquainted with members of *ad hoc* committees, discussing relevant financial matters, serving as consultants concerning the institution's special research study or studies, providing an added personal contact between the institution and headquarters, and attempting to solve any specific problem that might have arisen.

I. Institutional Special Studies

Some of the most important of ISCPET's work was in the form of special research studies conducted on the various campuses. Over a third of ISCPET's total funds from USOE were devoted to this purpose, or closer to a half if publication costs are included. In addition, institutional contributions were substantial.

The topics chosen for the special studies depended in part, of course, upon the special interests and competence of Institutional Representatives and their interested colleagues. Other considerations entered in, however. A major one of these was the way in which a suggested topic could contribute to the total purpose of ISCPET: the exploration of ways to improve preparation of teachers of secondary school English. The Executive Committee endeavored to approve topics that differed substantially from one another, that were in harmony with what was stated in the USOE-approved plan of operation, that appeared to be appropriate in scope and capable of being studied systematically, that might lead to some fairly specific recommendation or recommendations, and that were within the financial reach of ISCPET. The average special studies cost was somewhat over $11,000 per institution, with a range from a few hundred to over $20,000. For reasons of economy the Executive Committee had to trim many budget requests or in some instances to reject proposals outright; one that would have cost over $100,000, for instance, had to be rejected out of hand, meritorious though it may have been.

The machinery for approval was as follows: An institution prepared its proposal, following a format designated by the staff and including a moderately detailed budget; usually a conference with one or more staff members preceded the writing. At its next quarterly meeting the Executive Committee discussed the proposal in detail and by secret ballot voted for approval, disapproval, or revision and resubmission. More often than not, the vote was for the third alternative, because Executive Committee members often found ways in which a proposed project could be strengthened or its cost reduced. (In a few instances, however, budgetary increases were advised.)

Once a proposal was approved, it became a plan of operation. All IR's were notified of the newly approved project in case they might have suggestions to offer the researchers. Also, at semiannual meetings each institution made a progress report on its study and sometimes solicited specific assistance from the IR's. If significant modifications were necessitated during the course of a study, the Executive Committee acted upon the requested modification. Some budgetary changes, as well as changes of content and procedure, were involved.

In all, thirty-four special studies were approved; of these, one was later dropped. Summaries may be found in Chapter IV, and brief conclusions and recommendations from the studies are incorporated in Chapters V and VI.

A look at the summaries in Chapter IV will reveal the variety of the studies. Some are relatively simple, involving no more than a questionnaire or a status survey, together with tabulation and interpretation of the findings. Others are much more sophisticated and required comparative or other measurements to assure validity.

Of the survey studies, some involve data from selected ISCPET institutions, or from all ISCPET institutions, or from hundreds of colleges and universities throughout the country, or from large numbers of secondary school teachers or administrators. While the survey is the major step in several studies, in others it represents only the initial step, with the subsequent steps being determined by the findings from the initial data. All the researchers necessarily also included close study of all published research findings pertinent to the identified problems.

Of the thirty-three studies, two are status surveys of English teacher preparation in Illinois; five are devoted to preparation for teaching the English language; two, to preparation of teachers of written composition; five, to preparation in literature and reading; six, to methods courses and supervision; seven, to in-service and graduate education of English teachers; and two, to evaluation. Thus most or all major facets of secondary school English teacher preparation are considered in one or more of the studies.

J. Development and Use of ISCPET's Illinois Teacher Rating Scales, Forms A-F

After completion of preparation of the Qualifications Statement (described in Section E of this chapter and reproduced in Appendix A), members of the Headquarters Staff developed six rating forms (Appendix B) designed to elicit subjective reactions concerning individual teachers' knowledge and skill in the areas covered by the Qualifications Statement: the English language, written composition, literature, oral communication, and methods of teaching English. Items in the six forms paralleled those in the Qualifications Statement, especially those in the "good" columns. The forms were intended for use as follows: Form A, by the student teacher, to evaluate himself at the end of student teaching; Form B, by the cooperating teacher, to evaluate the same student teacher at the same time; Form C, by the college or university supervisor, to evaluate the same student teacher at the same time; Form D, by the graduate, to evaluate himself at the end of his first year of teaching; Form E, by a school administrator, to evalute the same graduate at the same time; and Form F, by the chairman of the English department, to evaluate the same graduate at the same time. Thus, by the time an ISCPET graduate reached the close of his first year as a full-time teacher of secondary English, he would have been evaluated six times: twice by himself, three times by supervisory personnel, and once by an administrator.

A seventh form, G, was developed by the Research Associate and was used with experienced teachers in Illinois to find how they rated themselves upon the same criteria as did less-experienced teachers. This research is reported in the summary of Special Study SS-19-23-68.

Results from the administration of Forms A-F were of major value to _ad hoc_ committees of ISCPET institutions in their evaluation of their preparatory programs and as a guide to desirable curricular changes. A detailed example of how this was done is in Section C of Chapter V.

K. _Use of the NTE English Language and Literature Test_

ISCPET sought a test that would establish a norm or base line representing the achievement of its English-teacher seniors during the first year of ISCPET. Then later annual administrations of the test, with supposedly comparable groups of seniors, would show any statistically observable differences between early-ISCPET and late-ISCPET seniors. The test chosen for this purpose was the only one available that seemed at all suitable: the English Language and Literature Test of the NTE Battery from Educational Testing Service. Although, as Section D of Chapter IV reveals, ISCPET seniors in the final year did make slightly higher scores than those in 1965, most of the curricular revisions had been so recent that many of the students taking the test in 1969 could not have been substantially affected by them. Thus ISCPET came to an end before any significant data were available from this source.

L. _Development and Use of the Inventory of ISCPET Activities and Impact_

A late addition to the ISCPET plan of operation was the Impact Inventory developed at headquarters a year before the project expired and filled in by institutional representatives during the project's last year. The purpose of the Inventory was to obtain from IR's a fairly detailed analysis of the impact of ISCPET upon their own institutions, especially upon their English Education programs. The representatives were asked among other things to indicate significant curricular revisions effected, list important course changes, summarize and evaluate changes in faculty attitude, indicate sponsorship of or participation in relevant conferences, list their ISCPET-related articles and speeches, and note suggestions for needed additional research. The results are summarized in Section F of Chapter IV and in Section C of Chapter VI.

IV

RESULTS

A. Semiannual Meetings of Institutional Representatives

A total of eleven IR meetings were held, including three the first year and two each year thereafter. The first two meetings were organizational, involving the election of an Executive Committee and the obtaining of counsel from the Advisory Committee, high school department heads, school administrators, and authorities on teacher certification. At this stage, help from all of these groups, particularly the Advisory Committee, was very useful and contributed richly to the preparation of the first draft of "Qualifications of Secondary School Teachers of English: A Preliminary Statement " (Appendix A).

At later meetings, Representatives presented progress reports for their institutions, discussed professional matters, and listened to presentations by outside speakers. Meeting highlights (omitting presentations and discussions by persons involved in ISCPET) included the following:

Teachers' needs in educational measurement
(Samuel T. Mayo, 1965)

The English Teacher Preparation Study
(Michael Shugrue, 1965)

The use of research experts
(Robert Stake, 1966)

The Northern Illinois English Curriculum Study Center
(Andrew MacLeish, 1966 and 1967)

The New York experimental program in teacher education
(Stuart Wilson, 1966)

Recent research in English
(Arno Jewett, 1966)

Institutes for English teachers
(Donald R. Tuttle, 1966)

Reading instruction in the secondary school
(Harold K. Herber, 1967)

Trends in the teaching of literature
(Arthur Eastman, 1967)

Chicago's attempts to change certification standards
(Joseph Beaver, 1967)

How state certification standards may be changed
(Robert L. Brissenden, 1967)

The Wisconsin Curriculum Study Center
(Robert C. Pooley, 1967)

Reports on problems faced by recent graduates
(Judith Feinberg and John Sullivan, 1967)

Preparing English teachers for the junior high school
(Dwight L. Burton, 1968)

Strengths and weaknesses of beginning English teachers
(Panel: Sr. Mary Philippa Coogan, Margaret Crow, Aldo Mungai, 1968)

Preparing English teachers for the secondary schools
(Elizabeth Rusk, 1968)

Preparing English teachers for Japanese schools
(Ryoji Inoue, 1968)

Professional education for secondary teachers
(J. T. Sandefur, 1968)

Applications of language study to composition
(Priscilla Tyler, 1968)

Applications of language study to reading
(Ronald Wardhaugh, 1968)

Applications of language study to literature
(E. L. Epstein, 1968)

Problems in the teaching of English to the disadvantaged
(Warren Jones, 1968)

Preparation of English teachers for the disadvantaged
(Marjorie Smiley, 1968)

Multi-media approach to the study of poetry
(Bruce Appleby, 1969)

At the final semiannual meeting, in May, 1969, Representatives of ISCPET colleges and universities were asked to make brief looking-ahead presentations under the general title "Beyond ISCPET at My Institution." The first chairman of the ISCPET Executive Committee, Professor Justus R. Pearson of Illinois Wesleyan, sent a message tape-recorded in Greece.

The eleven meetings of IR's built rapport, in addition to contributing to professional enlightenment. The sharing of information, as well as the building of awareness of common problems and uncommon solutions, was valuable. Over five years the IR's (even though a few changes of personnel inevitably occurred) became, if not a closely knit group, at least a group that learned to work together and to respect the contributions of the various members. Without these meetings each IR might have felt that the problems of his institution were unique and perhaps insoluble; by means of the meetings each learned that others shared his dilemmas, and on occasion some dilemma-solving took place.

B. Institutional Self-Studies of Curricula

Largely through the work of Institutional Representatives and *ad hoc* Committees, ISCPET institutions studied their own programs for preparing teachers of secondary school English. After the first year or so of their work, they had at their disposal the ISCPET Qualifications Statement and a growing trickle of results from Forms A-F and the NTE English Language and Literature Test.

It is difficult to generalize very much concerning findings, since these varied so much from institution to institution. However, the majority of the institutions found that their literature programs were at least moderately satisfactory but that their offerings in composition and the English language were inadequate. Oral composition was fairly strong in some institutions, weak in others; the same was true of the work in methods and other courses in education.

More details about the findings are in sections C and D of this chapter. Steps taken as a result of the scrutiny are summarized in Section F.

C. ISCPET's Illinois Teacher Rating Scales, Forms A-F

Six forms make up the series of teacher rating scales developed by ISCPET. Those forms are as follows: FORM A: For Student English Teachers at End of Student Teaching or Internship; FORM B: For "Cooperating" or "Critic" English Teachers in the Secondary School; FORM C: For College Supervisors of Student English Teachers; FORM D: For English Teachers at End of One Year of Teaching; FORM E: For Employers of English Teachers Who Have Completed One Year of Teaching (To be completed by a school administrator); FORM F: For English Department Chairman (If there is no Chairman, for experienced teacher who is acquainted with beginning teacher).

Tables 1 and 2 summarize the data obtained by ISCPET's Illinois Teacher Rating Scales, Forms A-F (reproduced in Appendix B). The summary combines the data obtained by all of ISCPET's institutions which participated in the Center's A-F evaluation program. In effect, this summary gives a very general state-wide picture of the level of competency of student teachers and first-year teachers in areas of Knowledge of English and Knowledge and Skill in Teaching English. The data obtained by the participating institutions from 1964-65 to 1968-69 are considerably abbreviated here, and two tables are presented because of the differing academic years involved for Forms A, B, C and D, E, F. Table 1 reports percentages of averages for the major categories of the series of the Rating Scales used by student teachers, cooperating teachers, and college supervisors for academic years 1966-67 through and including 1968-69. Table 2 provides similar information for those forms used by first-year teachers, departmental chairmen, and principals or superintendents for academic years 1964-65 through 1967-68.

Averages were obtained for the major categories by using the numerical value of the equated scale of Superior=1, Good=2, Average=3, Minimal=4, and Subminimal=5 for each of the individual criteria comprising a major category such as Knowledge of Language, which included criteria items 8 through 11. Averages were also obtained for each entire rating scale. Percentages were then obtained, and all mathematical computations were completed by a 1620 electronic solid-state computer.

For the summaries of these data, total and "not observed" columns are not reported because of consideration for space. For the most part, where figures are not reported for the "not observed" rating, they are extremely minimal. If he desires, a reader can determine an approximation of them for himself, by calculating the total and subtracting that from 100. An approximation is mentioned simply because the total is seldom exactly 100 because of rounding.

Condensation of the ratings of Superior-Good and Minimal-Subminimal have been imposed on the data. Although this is a space conserver, the reason for this combination is that trends indicated by the data can be brought into sharper focus.

One other explanation needs to be offered concerning the amount of data summarized in these tables. The differing of academic years mentioned above is caused by the time of development and administration of the Rating Scales. Although the ISCPET study began in the fall of 1964, the Rating Scales were not developed until late in 1965 and early in 1966. Thus, the gap in data for Forms A, B, and C for the young years of ISCPET. Data were obtained on a few of the D, E, and F forms for those years because some institutions administered the forms retrospectively, but no data were obtained on the second half of the series of the six forms in 1968-69 because of ISCPET's expiration date coming prior to the time for distribution and administration of this set for the 1968 graduates.

Not all of the data from the Rating Scales administered are treated in this summary. Loss of a certain amount of data for three academic-year-administrations of the Scales was caused by an early use of a preliminary format of the Rating Scales. The final format of Forms A-F contained several criteria which did not appear in the first version. Since using partial data might possibly skew comparisons, limited amounts of data are used for some academic years and some forms. A reader can easily surmise the occasions when this is the case by the relatively small N's which are reported.

No statistical tests were performed on the data summarized in Tables 1 and 2; only observational differences are studied in indicating trends. Although there are a few differences in the percentages of the ratings for any given form through the several years reported, for the most part the differences are not substantial and the data indicate that the level of competency in English and in the teaching of English of student teachers and first-year teachers remains relatively constant at Superior-Good.

However, the real impact of ISCPET--the results of its special research studies and the various revisions and additions made by most of the institutions in their curriculums for prospective high school English teachers--is not completely reflected in these percentages of evaluations. These ratings were obtained at the same time the studies and curricular revisions were being made. Should evaluative data be obtained on students and graduates (subsequently first-year teachers) of these same colleges and universities in future years, substantial increases in percentages for Superior-Good for the majority of the criteria of the Rating Scales would be expected.

Within the relative constancy mentioned above, there are fluctuations of the percentages within a range of 1 to 25 points or so. Generally, this means that for the last academic year reported on, the percentages for Superior-Good are higher than those of the first year in which data were obtained. There are instances, of course, in which the reverse is true. And this is particularly noticeable on the percentages reported for Form C. Rather than reflecting a decrease in the level of competency, though, the data appear to indicate that as the supervisor respondents repeatedly used the scales, they were completing them with more concern, care, and criticism.

A comparison of the percentages reported for Forms A and B for 1966-67 and 1968-69 indicates an increase for the rating of Superior-Good for all the major categories. The same comparison for Form C indicates a decrease in the percentages for the category of Superior-Good for the entire rating scale and four of the major categories. The sharpest decreases occurred on the categories of Knowledge of Language and Knowledge and Skill in Literature. Where the percentages did decrease for the rating of Superior-Good, the majority of the increases were for the rating of Average rather than at the other end of the scale.

An examination of the percentages for Form D, comparing years 1964-65 with 1967-68 and through the data for the intervening years, indicates that increases in the rating of Superior-Good occurred for all categories except three: Knowledge and Skill in Written Composition; Knowledge and Skill in Literature; and Knowledge and Skill in Oral Communication. Of course, the latter comparison began with a 99.99 for a small N and the decrease is only about 26 points. The decrease on the other two categories is less than half that.

The results on the data for Form E show an interesting balance of the beginning and ending fluctuations of the percentages. That is, there are four decreases and one increase in percentages for the two extreme years, but relative constancy is maintained for the last three years. Cause of this is no doubt the very small number of people involved for Form E for 1964-65.

There is also a small N for Form F for 1964-65, and an examination of the data for the last three years indicates little change in the ratings. There is a decrease in the percentages for Superior-Good for Knowledge of Language, but the amount is only about 10 points. An increase of fewer points is noted for the category of Knowledge and Skill in the Teaching of English.

An overall examination of the data indicates that few Illinois student teachers and first-year teachers involved in this study consider their preparation for teaching high school English to be Minimal-Subminimal; a larger number consider their preparation to be Average; and the majority consider their preparation to be Superior-Good.

The ratings of college supervisors, critic or cooperating teachers, departmental chairmen, and principals or superintendents concur with the self-evaluations of student teachers and first-year English teachers.

Anyone interpreting the data with care should recall that most of the curricular changes effected in ISCPET institutions did not come into existence until near the end of the project. Therefore the lack of a pattern of upward change could be expected. Some ISCPET institutions will use Forms A-F in later years to ascertain whether any important changes are observable.

TABLE 1: Percentages of Evaluations for the Major Categories of ISCPET's Illinois Teacher Rating Scales (Forms A, B, and C) for Academic Years 1966-67 through 1968-69 for All ISCPET Institutions

	1966-67			1967-68			1968-69		
	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0
FORM A: ALL INSTITUTIONS	N=36			N=351			N=338		
Entire Rating Scale	80.54	19.44	--	74.63	24.78	.56	81.35	17.75	.88
Personal Qualifications	94.44	5.55	--	93.72	5.69	.56	94.36	5.32	.29
Knowledge of Language	47.21	44.44	8.33	51.84	41.31	6.83	56.79	37.86	5.02
Knowledge and Skill in Written Composition	75.00	25.00	--	75.21	23.07	1.70	79.58	19.52	.88
Knowledge and Skill in Literature	69.43	30.55	--	60.39	37.60	1.99	70.11	28.40	1.47
Knowledge and Skill in Oral Communication	61.10	38.88	--	78.91	19.94	1.13	81.35	17.15	1.47
Knowledge and Skill in Teaching English	55.55	44.44	--	65.81	32.76	1.41	63.60	35.50	.88
FORM B: ALL INSTITUTIONS	N=38			N=336			N=353		
Entire Rating Scale	76.31	23.68	--	78.86	19.94	1.19	81.57	17.28	1.13
Personal Qualifications	84.20	15.78	--	86.30	12.50	1.19	87.24	11.89	.84
Knowledge of Language	68.41	28.94	2.63	60.41	29.16	3.56	69.11	24.07	3.67
Knowledge and Skill in Written Composition	78.94	21.05	--	76.18	20.83	2.07	80.44	18.13	1.13
Knowledge and Skill in Literature	73.68	26.31	--	74.69	19.04	2.37	76.76	19.26	1.69
Knowledge and Skill in Oral Communication	73.67	26.31	--	79.45	19.04	1.19	81.58	15.29	2.83
Knowledge and Skill in Teaching English	65.78	34.21	--	70.82	25.29	2.96	73.92	23.79	1.98
FORM C: ALL INSTITUTIONS	N=32			N=264			N=261		
Entire Rating Scale	74.99	25.00	--	67.79	27.65	4.54	70.87	27.58	1.53
Personal Qualifications	84.37	12.50	3.12	79.15	18.18	2.65	79.69	17.62	2.68
Knowledge of Language	87.50	12.50	--	48.10	40.53	5.29	49.42	35.24	2.29
Knowledge and Skill in Written Composition	59.37	40.62	--	63.62	21.21	5.29	62.06	28.35	1.53
Knowledge and Skill in Literature	84.37	12.50	3.12	59.08	33.71	5.67	55.93	34.86	1.14
Knowledge and Skill in Oral Communication	59.37	40.62	--	70.07	25.00	4.54	72.02	24.13	1.14
Knowledge and Skill in Teaching English	65.62	34.37	--	54.92	38.63	4.96	55.54	40.61	1.91

TABLE 2: Percentages of Evaluations for the Major Categories of ISCPET's Illinois Teacher Rating Scales (Forms D, E, and F) for Academic Years 1964-65 through 1967-68 for All ISCPET Institutions

	1964-65			1965-66			1966-67			1967-68		
	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0	Superior-Good 1.0--2.5	Average 2.6--3.5	Minimal-Subminimal 3.6--5.0
FORM D: ALL INSTITUTIONS	N=12			N=44			N=116			N=81		
Entire Rating Scale	58.33	41.66	--	65.90	34.09	--	56.03	43.10	.86	58.02	40.74	1.23
Personal Qualifications	100.00	--	--	93.17	6.81	--	91.37	7.75	.86	90.11	8.64	1.23
Knowledge of Language	31.66	41.66	16.66	40.90	43.18	15.90	43.95	38.79	17.23	38.26	46.91	14.81
Knowledge and Skill in Written Composition	66.66	33.33	--	72.72	27.27	--	62.92	33.62	3.44	55.54	41.97	2.46
Knowledge and Skill in Literature	58.32	41.66	--	68.17	31.81	--	56.02	41.37	2.58	48.14	46.91	3.70
Knowledge and Skill in Oral Communication	99.99	--	--	65.90	31.81	--	67.23	30.17	2.58	72.83	25.92	1.23
Knowledge and Skill in Teaching English	25.00	66.66	--	45.45	50.00	4.54	43.96	49.13	6.89	49.37	44.44	6.17
FORM E: ALL INSTITUTIONS	N=9			N=40			N=127			N=79		
Entire Rating Scale	77.77	22.22	--	72.50	25.00	2.50	74.00	22.04	3.92	77.20	22.78	--
Personal Qualifications	77.77	22.22	--	70.00	27.50	2.50	73.22	22.04	3.93	77.21	22.78	--
Knowledge of Language	77.77	22.22	--	75.00	20.00	--	80.31	14.17	1.57	82.27	16.45	--
Knowledge and Skill in Written Composition	77.77	22.22	--	72.50	12.50	7.50	74.00	17.32	2.36	74.67	20.25	2.53
Knowledge and Skill in Literature	88.88	11.11	--	65.00	27.50	2.50	77.15	18.11	.78	75.94	20.25	1.26
Knowledge and Skill in Oral Communication	77.77	22.22	--	67.50	22.50	5.00	75.58	19.68	1.57	72.15	25.31	--
Knowledge and Skill in Teaching English	77.77	22.22	--	57.50	40.00	2.50	58.26	31.49	7.07	56.95	41.77	1.26
Professional Qualifications	88.88	11.11	--	75.00	20.00	5.00	79.52	15.74	3.93	75.94	22.78	1.26
FORM F: ALL INSTITUTIONS	N=8			N=25			N=110			N=59		
Entire Rating Scale	62.50	37.50	--	76.00	20.00	4.00	69.99	30.00	--	72.87	27.11	--
Personal Qualifications	75.00	25.00	--	80.00	16.00	4.00	79.99	18.18	1.81	86.43	11.86	1.69
Knowledge of Language	62.50	37.50	--	72.00	16.00	4.00	59.99	30.00	7.27	49.14	47.45	1.69
Knowledge and Skill in Written Composition	62.50	25.00	12.50	76.00	12.00	8.00	65.44	27.27	3.63	66.09	28.81	1.69
Knowledge and Skill in Literature	75.00	25.00	--	72.00	20.00	4.00	69.99	26.36	.90	71.18	22.03	--
Knowledge and Skill in Oral Communication	87.50	12.50	--	80.00	12.00	4.00	70.90	25.45	.90	88.13	11.86	--
Knowledge and Skill in Teaching English	50.00	25.00	25.00	56.00	32.00	12.00	58.17	37.27	3.63	62.70	33.89	1.69

D. NTE English Language and Literature Test

TABLE 3: Means, Standard Deviations, and Ranges of the NTE English Language and Literature Test Scores for Seniors of ISCPET Cooperating Institutions Combined for Each Academic Year

	Academic Years				
	1964-65	1965-66	1966-67	1967-68	1968-69
Mean ($\bar{x}$)	638.95	639.14	639.00	636.13	643.61
Standard Deviation (sd)	72.52	76.66	75.48	73.70	65.61
Number of Students (n)	258	349	438	455	452
Range (R)	400-770	430-790	430-820	410-830	450-820

A summary analysis of the test scores obtained by college seniors in English and in high school teacher preparation curricula of most of ISCPET's participating institutions on the NTE English Language and Literature Test is reported in Table 3. This is an all-institution per academic year summary obtained by combining all test scores from all the institutions which tested for each academic year indicated. After descriptive statistics of means and standard deviations were obtained, no statistical tests for significance were performed because of the relative constancy maintained for the academic years of 1964-65 through 1968-69.

An examination of the means reported in Table 3 indicates very little change in the quality or achievement of students at the various ISCPET institutions represented in these data. There is a slight increase in the mean for the scores obtained for the last academic year of the duration of ISCPET.

As was pointed out in the discussion of the data obtained by ISCPET's Illinois Teacher Rating Scales, Forms A-F, the real effects of ISCPET will not be reflected in the NTE and A-F evaluation program results until after the many special studies and curricular revisions have had several years to produce measurable results.

Table 4 gives means and standard deviations of the NTE scores as well, but in a less compact fashion than in Table 3. The means on scores obtained by students at a given institution for each academic year are listed, and here again, only descriptive statistics are reported.

Although twenty colleges and universities comprised ISCPET, and although eighteen are listed in Table 4, three of the institutions are not represented in these data. The oddity in the mathematics is caused by three colleges or universities either not testing students at all or testing students who were not seniors. Two campuses of one participating institution were involved in ISCPET toward the end of the study and for the analysis of the NTE data each was considered as a separate institution.

TABLE 4: Means and Standard Deviations of the NTE English Language and Literatu
Test Scores for Seniors of ISCPET Cooperating Institutions for Each Academic Year

Institutional Identification Number	Mean Std. Dev. No. of Students	Academic Years				
		1964-65	1965-66	1966-67	1967-68	1968-69
1.	$\bar{x}$	--	596.79	619.52	606.72	637.08
	sd	--	62.57	68.44	72.20	57.48
	n	--	28	63	64	72
2.	$\bar{x}$	620.77	632.22	685.00	660.00	632.00
	sd	66.39	90.03	41.53	60.92	66.39
	n	13	9	4	18	10
3.	$\bar{x}$	676.72	671.67	678.77	681.23	681.42
	sd	57.04	62.18	63.08	56.63	53.85
	n	58	96	106	106	134
4.	$\bar{x}$	621.18	642.00	605.29	635.65	612.92
	sd	60.77	77.30	66.43	60.92	61.95
	n	17	10	17	23	24
5.	$\bar{x}$	609.38	662.77	657.25	639.21	643.48
	sd	77.17	75.12	64.15	78.28	60.62
	n	16	36	40	38	23
6.	$\bar{x}$	--	--	677.77	650.00	--
	sd	--	--	61.60	36.74	--
	n	--	--	9	9	--
7.	$\bar{x}$	655.00	626.66	661.67	590.00	676.67
	sd	55.90	47.84	66.10	64.03	4.72
	n	4	3	6	4	3
8.	$\bar{x}$	605.00	--	574.85	682.50	615.00
	sd	58.21	--	70.11	57.09	63.89
	n	22	--	31	8	14
9.	$\bar{x}$	668.33	685.00	651.67	708.33	667.00
	sd	65.68	85.59	53.36	53.98	32.26
	n	6	4	6	6	10
10.	$\bar{x}$	671.66	607.00	621.25	550.71	--
	sd	66.19	70.15	54.87	45.27	--
	n	6	10	8	14	--
11.	$\bar{x}$	571.20	--	--	--	635.56
	sd	64.39	--	--	--	29.86
	n	25	--	--	--	9
12.	$\bar{x}$	646.25	656.66	620.00	571.33	665.00
	sd	82.75	78.46	76.16	88.38	31.06
	n	16	12	13	15	10
13.	$\bar{x}$	671.25	593.64	630.91	626.67	656.36
	sd	41.96	75.35	67.62	33.00	62.71
	n	8	11	11	6	11
14.	$\bar{x}$	643.50	614.14	623.23	629.10	627.83
	sd	58.33	67.70	62.24	64.43	62.37
	n	20	58	62	67	46
15.	$\bar{x}$	656.50	670.00	687.27	666.25	650.83
	sd	65.98	59.74	61.81	62.19	68.25
	n	20	26	22	24	12
16.	$\bar{x}$	590.00	585.50	557.14	548.75	565.67
	sd	86.99	80.22	71.52	60.81	57.83
	n	6	20	21	16	30
17.	$\bar{x}$	650.63	637.50	650.00	616.36	547.14
	sd	70.22	57.54	74.97	49.04	57.00
	n	16	24	19	11	7
18.	$\bar{x}$	--	--	--	625.81	635.41
	sd	--	--	--	63.74	53.35
	n	--	--	--	31	37

The colleges and universities represented in this table are listed by an identifying number assigned by drawing names of the universities from a hat.

The standard deviations reported in Table 3 indicate that the range of scores is fairly constant through the first four years. There is a slight decrease in the spread of scores for 1968-69. Examination of the spread of mean scores reported in Table 4 confirms this trend.

The progress of any given (but anonymous) college or university can be observed in Table 4. Caution should be exercised in relying heavily on a few of the means reported for scores obtained by small numbers of students for some testing sessions. Also, for some of the institutions a total five year progress study is impossible because of a lack of testing data for some academic years.

There is no general trend indicated by the means reported in Table 4. Some of the institutions obtained means in 1968-69 that were higher than those obtained in 1964-65. For other institutions, the reverse is true.

E. Summaries of ISCPET's Special Studies Final Reports

1. A Note about the Summaries

Thirty-three special research studies were conducted under the aegis of ISCPET, and full-length reports have been written on all of them and published as separate documents. Inasmuch as only a few people outside of ISCPET will be able to obtain copies of all of the reports, it was decided that summaries of all of them should be included in this final overall report of ISCPET's work.

The cover and title pages of the final reports on ISCPET special studies bear the word _interim_, which could be misleading to some readers. What that word means in that particular context is that those reports are interim _in relation to the overall ISCPET final report_ of which they, though published separately, are integral parts. It does not mean that as individual reports they are in any sense of the word temporary or incomplete. They are _final_ reports on individual research studies.

With the summaries are the names and addresses of the investigators. Persons wishing to obtain copies of particular reports should write to the investigators named with the summaries of those reports. Sending requests to ISCPET would only delay receipt of copies.

Examination of all the summaries together will reveal variations in the spelling and capitalization of certain words--not to mention other facets of composition. This fact is explained by the decision of the Headquarters Staff, who prepared the summaries to honor the preferences of the individual report writers.

Seven of the summaries included here are modified versions of those which appeared in early 1968 in the ISCPET publication entitled _Current Research in English Teacher Preparation: A First Report_. The reports and summaries so involved are the ones based on the research studies of the following investigators: Joan Harris, John M. Heissler, Joseph Wolff, Sister Mary Constantine (Numbers SS-10-4-66 and SS-10-31-66), Thomas L. Fernandez (Number SS-11-26-67), and Erling W. Peterson (Number SS-13-5-65).

2. A Topical Index of the Summaries

   a. Status Studies of English Teacher Preparation in Illinois

      (1) A FACT-FINDING SURVEY OF THE PRESENT STATUS OF THE TEACHING OF ENGLISH IN GRADES 7, 8, AND 9 IN ILLINOIS SCHOOLS (ISCPET SUBCONTRACT NUMBER SS-7-15-65; conducted by John M. Heissler).

      (2) REPORT ON THE TEACHING OF ENGLISH IN ILLINOIS PUBLIC HIGH SCHOOLS (ISCPET SUBCONTRACT NUMBER IC-2-3-66; conducted by Joan Harris).

   b. Preparation for Teaching the English Language

      (1) RECORDINGS OF STANDARD ENGLISH IN THE UNITED STATES AND CANADA ISCPET SUBCONTRACT NUMBER SS-12-20-68; conducted by A. L. Davis).

      (2) A COMPARISON OF THE TEACHING PRACTICES OF TEACHERS WITH AND WITHOUT FORMAL PREPARATION IN LINGUISTICS (ISCPET SUBCONTRACT NUMBER SS-16-7-65; conducted by William Makely).

      (3) AMERICAN DIALECTS FOR ENGLISH TEACHERS (ISCPET SUBCONTRACT NUMBER SS-12-32-67; conducted by A. L. Davis).

      (4) PROJECT GRAMMAR: THE LINGUISTIC AND LANGUAGE PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH (ISCPET SUBCONTRACT NUMBER SS-8-25-67; conducted by Justus R. Pearson and James R. Reese).

      (5) A STUDY OF THE RESPONSES TO THE *LANGUAGE INQUIRY* (ISCPET SUBCONTRACT NUMBER SS-21-12-66; conducted by Ellen A. Frogner).

   c. Preparation of Teachers of Written Composition

      (1) AN EXPERIMENTAL COMPOSITION PROGRAM FOR PROSPECTIVE SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET SUBCONTRACT NUMBER SS-2-21-66; conducted by June Snider).

      (2) ADVANCED COMPOSITION IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET SUBCONTRACT NUMBER SS-3-2-65; conducted by Margaret M. Neville and Alfred L. Papillon).

   d. Preparation of Teachers in Literature and Reading

      (1) RESPONSES OF PROSPECTIVE ENGLISH TEACHERS TO A TEST ON THEORIES OF LITERARY CRITICISM (ISCPET SUBCONTRACT NUMBER SS-19-21-67; conducted by Alan L. Madsen).

      (2) THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL (ISCPET SUBCONTRACT NUMBER SS-10-30-66; conducted by Joseph Wolff).

(3) A STUDY OF THE EFFECT UPON THE TEACHING EFFECTIVENESS OF ENGLISH TEACHERS OF THE REORGANIZATION OF THE LITERATURE COMPONENT OF A TEACHER-TRAINING CURRICULUM (ISCPET SUBCONTRACT NUMBER SS-13-5-65; conducted by Erling W. Peterson).

(4) A STUDY OF THE EFFECT UPON TEACHER EFFECTIVENESS OF ENGLISH TEACHERS OF THE ORGANIZATION OF THE LITERATURE COMPONENT OF TEACHER TRAINING CURRICULA (ISCPET SUBCONTRACT NUMBER SS-13-11-66; conducted by Erling W. Peterson).

(5) THE TEACHING OF READING BY ENGLISH TEACHERS IN PUBLIC HIGH SCHOOLS: A NATIONAL SURVEY (ISCPET SUBCONTRACT NUMBER SS-17-15-69; conducted by George K. McGuire).

e. Preparation of Teachers in Oral English

(1) AN EVALUATION OF ORAL INTERPRETATION AS A PART OF THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH (ISCPET SUBCONTRACT NUMBER SS-11-26-67; conducted by Thomas L. Fernandez).

(2) A PROPOSED COURSE IN ORAL INTERPRETATION FOR PROSPECTIVE SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET SUBCONTRACT NUMBER SS-11-18-68; conducted by Thomas L. Fernandez).

(3) AN EXPERIMENTAL STUDY OF THE EFFECTS OF SHORT COURSES IN SPEECH AND IN THE ART OF QUESTIONING UPON THE PERFORMANCE OF STUDENT TEACHERS IN SECONDARY ENGLISH INSTRUCTION (ISCPET SUBCONTRACT NUMBER SS-10-29-66; conducted by Sister Mary Constantine).

f. Preparation of Teachers of Slow Learners

(1) A STUDY OF THE PREPARATION OF ENGLISH TEACHERS FOR THE TEACHING OF SLOW LEARNERS (ISCPET SUBCONTRACT NUMBER SS-15-28-66; conducted by Lottie Phillips).

g. Methods Courses and Supervision

(1) A NATION-WIDE SURVEY OF THE SUPERVISION OF ENGLISH STUDENT TEACHING IN COLLEGES AND UNIVERSITIES (ISCPET SUBCONTRACT NUMBER SS-5-18-67; conducted by Donald R. Pennington).

(2) A STUDY OF THE USE AND FEASIBILITY OF VIDEO-TAPE TECHNIQUES IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET SUBCONTRACT NUMBER SS-9-13-66; conducted by Carl Eisemann).

(3) A STUDY OF THE EFFECT UPON STUDENT TEACHERS OF A TWO-SEMESTER INTERNSHIP IN COLLEGE FRESHMAN ENGLISH CLASSES (ISCPET SUBCONTRACT NUMBER SS-1-3-66; conducted by Ethel W. Tapper and Donald A. Fuller).

(4) *AN EVALUATION OF THREE ENGLISH METHODOLOGY COURSES AS PREPARATION FOR TEACHING ENGLISH IN THE SECONDARY SCHOOL* (ISCPET SUBCONTRACT NUMBER SS-2-20-66; conducted by June Snider).

(5) *AN EXPERIMENTAL STUDY OF THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF HIGH SCHOOL ENGLISH TEACHERS ENROLLED IN A METHODS COURSE* (ISCPET SUBCONTRACT NUMBER SS-10-4-66; conducted by Sister Mary Constantine).

(6) *A CURRICULAR STUDY CONCERNED WITH THE PROCESS AND THE PRODUCT OF AN ENGLISH-EDUCATION COURSE AND ITS EFFECTS UPON EXPERIENCED TEACHERS' ABILITIES TO THINK CRITICALLY* (ISCPET SUBCONTRACT NUMBER SS-10-31-66; conducted by Sister Mary Constantine).

h. Inservice and Graduate Education of English Teachers

(1) *A STUDY INVOLVING DEVELOPMENT, TEACHING, AND EVALUATION OF THE RESULTS OF A COURSE FOR TEACHERS IN SERVICE DEVOTED TO THE PRACTICAL APPLICATION OF LINGUISTICS, OF PRINCIPLES OF COMPOSITION, AND OF VARIOUS APPROACHES TO THE TEACHING OF THE SLOW LEARNER* (ISCPET SUBCONTRACT NUMBER SS-20-1-65; conducted by Alfred J. Lindsey and Thomas N. Filson).

(2) *A PROGRAM OF PROFESSIONAL READINGS FOR SECONDARY SCHOOL TEACHERS OF ENGLISH* (ISCPET SUBCONTRACT NUMBER SS-20-16-69; conducted by Alfred J. Lindsey).

(3) *THE PROFESSIONAL COMPETENCY OF ILLINOIS SECONDARY SCHOOL ENGLISH TEACHERS* (ISCPET SUBCONTRACT NUMBER SS-19-23-68; conducted by Raymond D. Crisp).

(4) *MASTER OF ARTS IN THE TEACHING OF ENGLISH PROGRAMS: A DIRECTORY* (ISCPET SUBCONTRACT NUMBER SS-6-17-67; conducted by Janet A. Emig and James F. McCampbell).

(5) *AN EXPERIMENTAL STUDY OF THE IN-SERVICE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS IN TRANSFORMATIONAL GRAMMAR* (ISCPET SUBCONTRACT NUMBER SS-9-2-67; conducted by Michael G. Crowell).

(6) *A STUDY OF THE USE OF VIDEOTAPED MATERIALS IN THE TRAINING OF IN-SERVICE AND PRE-SERVICE TEACHERS* (ISCPET SUBCONTRACT NUMBER SS-14-19-66; conducted by Stephen Judy).

(7) *A COMPARATIVE STUDY OF TWO ILLINOIS MASTER OF ARTS IN THE TEACHING OF ENGLISH PROGRAMS* (ISCPET SUBCONTRACT NUMBER SS-6-19-68; conducted by Janet A. Emig and James F. McCampbell).

i. Educational Measurement and Evaluation

(1) *ILLINOIS TESTS IN THE TEACHING OF HIGH SCHOOL ENGLISH* (ISCPET SUBCONTRACT NUMBERS SS-19-16-65 and SS-18-19-67; conducted by Paul H. Jacobs and William H. Evans.

(2) THE COMPETENCY OF ILLINOIS SECONDARY SCHOOL ENGLISH TEACHERS IN EDUCATIONAL MEASUREMENT AND EVALUATION (ISCPET SUBCONTRACT NUMBER SS-19-32-66; conducted by Paul H. Jacobs and Raymond D. Crisp).

3. The Summaries

The ordering of the summaries on the pages immediately following is the same as that in the index above. The letter and number designations of the summaries also correspond to those in the index.

a. (1) A FACT-FINDING SURVEY OF THE PRESENT STATUS OF THE TEACHING OF ENGLISH IN GRADES 7, 8, and 9 IN ILLINOIS SCHOOLS

(ISCPET SUBCONTRACT NUMBER SS-7-15-65)

INVESTIGATOR: John M. Heissler
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Normal, Illinois 61761

PURPOSE: This study was designed to determine the present status of the teaching of English in grades 7, 8, and 9 of Illinois schools.

METHOD: A questionnaire was designed in accordance with the objective of this study. In the fall of 1965, 940 questionnaires were distributed to teachers of English in some grade schools which included K through 8, in some junior high schools which included grades 7 through 9, and in some senior high schools which included grade 9. Schools in all areas of the state of Illinois, except the city of Chicago proper, were represented.

RESULTS: Results and conclusions of this study are based on 418 questionnaires completed by teachers of English in grades 7, 8, and 9 of Illinois schools. Responses indicated that the average English teacher had taught about eleven years, although he had spent only nine and one-half years teaching language arts. He was teaching about five classes daily of average length of 50 minutes each, but he was teaching only one language arts class per grade level. About half of the teachers who completed the questionnaire were teaching both seventh and eighth grades, one-third were teaching either seventh or eighth grade, and the remainder ninth grade. Over half of the respondents had heterogeneous groupings in their classes, but there was some evidence of tracking. Fifty per cent of the teachers were teaching language arts only and fifty per cent were teaching "block" courses consisting of language arts--social studies or language arts and some other subject. About two-thirds of the teachers were responsible for extra-curricular activities. Each had about four such activities and spent about four hours weekly on them.

Sixty-three per cent of the respondents indicated that they had no supervisory assistance. Those who reported some supervision said that it was given by the principal or head of the department. Summary data on the strengths and weaknesses of the language arts program indicated that just over fifty per cent of the respondents felt that composition was the one thing most in need of greater emphasis in the program. Reading followed. The respondents indicated that their most successful area was the teaching of traditional grammar and that their least successful was the teaching of composition. They considered themselves rather effective in teaching literature but poor in teaching reading. About 35 per cent felt that they needed improvement in their teaching of composition, reading, and the new grammars.

The preparation for the teaching of English of those who responded to the questionnaire consisted generally of survey courses in English and American literature, period courses in literature, and courses in traditional grammar. About 83 per cent of the teachers indicated that they had had some kind of course in methods: methods in the teaching of English (37 per cent), methods in teaching elementary language arts (26 per cent), and methods courses in teaching composition and literature (20 per cent). Less than half of the respondents had had courses in reading methods (46 per cent), and only one-fourth indicated that they had had courses in literature for children or adolescents. Seventy-one per cent of the teachers in the sample held a bachelor's degree; 21 per cent had earned a master's; and 6 per cent did not have a college degree. Thirty-five per cent held an elementary certificate; 52 per cent held the secondary certificate. Forty-eight per cent indicated that they had majored in English or in an area including English; 17 per cent had minored in English.

CONCLUSIONS: Data gathered by this survey indicate that the preparatory curriculum for prospective English teachers for grades seven, eight, and nine should include courses in the following: the teaching of composition, the teaching of reading, adolescent literature, grammars, the history of the English language, and other related courses in linguistics. The data also indicate that there should be far more supervisory assistance available to junior high school English teachers than is now available; that junior high school English teachers should be encouraged to join, and participate in, their professional organizations; and that more in-service education programs should be made available for the continuing education of junior high school English teachers.

a. (2)

REPORT ON THE TEACHING OF ENGLISH IN ILLINOIS PUBLIC HIGH SCHOOLS

(ISCPET SUBCONTRACT NUMBER IC-2-3-66)

INVESTIGATOR: Joan Harris
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Peoria, Illinois 61606

PURPOSE: This study was designed to determine the present status of the teaching of English in grades 10, 11, and 12 of Illinois schools.

METHOD: In the summer of 1965, 500 questionnaires were sent to members of the Illinois Association of Teachers of English. A stratified random sampling process was used in order to insure a representative sample of secondary school English teachers by school enrollment. The questionnaire contained 25 questions concerned with the size and grouping of classes; teachers' extra-curricular assignments; the teaching of grammar, writing, and literature; and the professional preparation of the teachers.

RESULTS: Results and conclusions of this study are based on a return of 256 completed questionnaires. Teachers answering this questionnaire reported that heavy class loads and a multiplicity of activities were the principal deterrents to effective teaching. The majority taught five classes of English daily, with the size averaging between 25 and 30 students. In addition, approximately half taught another subject also, usually speech or a foreign language. Many had extra-curricular assignments, such as working with students on school publications and dramatic productions or serving as class or club sponsors.

Teachers answered questions concerning the teaching of grammar, composition, and literature, and noted specific areas in which there were weaknesses. In discussing grammar, more than half the respondents agreed that a new approach might be more effective than the traditional one. Those who commented on teacher preparation in this area felt that too often the study of grammar, linguistics, and language history had been neglected in favor of literature. Similarly, teachers commented that they had been ill-prepared to teach composition, and suggested that more courses in composition and in the teaching of writing should be available to prospective English teachers. When asked to evaluate their schools' curricula, the majority checked writing as the area most in need of greater emphasis, followed closely by vocabulary and spelling. Nearly all who commented on their college training said that their preparation in literature had been adequate; not surprisingly, many considered literature their most successful teaching area.

The facts concerning their preparation revealed that approximately half of the teachers held M.A. degrees; all were college graduates. Not all were

English majors, however; slightly more than a third held degrees in other fields, ranging from administration and guidance to mathematics and music. Though most felt well prepared to teach literature, many indicated they were weak in grammar, language history, and writing. They reported that often courses in these areas had either not been available in their colleges or had not contained material applicable to high school English. More than one person felt that too many of their college courses had been geared to the "intellectual" student who was interested primarily in working for advanced degrees, thus leaving the students who were planning to teach with English hours to their credit but without the background necessary for effective high school teaching.

CONCLUSIONS: The results of this study would seem to indicate that in the preparation of prospective secondary school English teachers there is a need for more courses in grammar, in the English language, and in advanced composition slanted toward the teaching of high school composition. Further, there is a need for a methods course concerned with the teaching of English, as opposed to the general methods courses now offered by most colleges.

b. (1) RECORDINGS OF STANDARD ENGLISH IN THE UNITED STATES AND CANADA

(ISCPET SUBCONTRACT NUMBER SS-12-20-68)

INVESTIGATOR: A. L. Davis
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PURPOSE: The purpose of this study was to obtain data on the pronunciation of standard English of the United States and Canada.

METHOD: The questionnaire that was designed for the study included direct questioning, minimal contrast sets, a reading passage, and free talk. Pronunciation items were selected from The Linguistic Atlas of the United States and Canada. The version of "Arthur the Rat" used in the Dictionary of American Regional English was used as the reading passage for this study. A short passage of connected speech was used in the questionnaire in order to obtain data on intonation, syntax, and other linguistic features.

After the initial questionnaire was field tested and then revised, field workers obtained completed questionnaire-interviews from thirty-two informants.

RESULTS: Thirty-two sets of tapes illustrating regional standards of English spoken in the United States and Canada are available at cost from the investigator. The samples included in the collection represent the pronunciation of educated speakers in the following communities: Tuscaloosa, Alabama; Los Angeles, California; San Francisco, California; Washington, D.C.; Atlanta, Georgia; Augusta, Georgia; Savannah, Georgia; Chicago, Illinois; Collinsville, Illinois; Louisville, Kentucky; New Orleans, Louisiana; Baltimore, Maryland; Boston, Massachusetts; Minneapolis, Minnesota; Kansas City, Missouri; St. Louis, Missouri; New York City, New York; Pittsburg, Pennsylvania; Columbia, South Carolina; Lebanon, Tennessee; Memphis, Tennessee; Dallas, Texas; Houston, Texas; Salt Lake City, Utah; Vancouver, British Columbia; Winnipeg, Manitoba; Saint John, New Brunswick; Halifax, Nova Scotia; St. John's, Newfoundland; and Toronto, Ontario.

CONCLUSIONS: The investigator expects to expand this collection of tapes with samples of speech from Great Britain and Ireland. Further, cooperation of linguists in such countries as Jamaica, South Africa, Australia, and New Zealand will be sought in order to obtain samples of speech of those countries. It is hoped that eventually all regional varieties of standard spoken English will be included.

b. (2) A COMPARISON OF THE TEACHING PRACTICES OF TEACHERS WITH AND WITHOUT FORMAL PREPARATION IN LINGUISTICS

(ISCPET SUBCONTRACT NUMBER SS-16-7-65)

INVESTIGATOR: William Makely
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PURPOSE: This study was designed to determine the effects of a course in structural and transformational grammars upon the subsequent teaching of prospective secondary school English teachers. The study explored the assumption that students who have been exposed to formal course work in linguistics will be able to use the acquired knowledge and skills as teaching tools and that, as teachers, they will feel more competent to deal with questions on language than will teachers without such formal preparation.

METHOD: In September, 1965, "Introduction to Linguistics" became a required course in the curriculum for prospective secondary school English teachers at Roosevelt University. For this study, students who took this course and who graduated from Roosevelt after January, 1966, comprised one of the comparison groups. A second comparative group was composed of students who had graduated from Roosevelt prior to September, 1965, and who had followed a preparatory curriculum similar to that of the first group, with the exception of the experimental course. The first group numbered 10 students, and the second group numbered 14.

A third comparative group was established by randomly selecting 135 experienced English teachers from the membership listing of the Illinois Association of Teachers of English.

A questionnaire was designed for the purpose of determining the effect of formal preparation in linguistics upon English teaching. This questionnaire consisted of ten teaching situations, with each having several possible approaches or teaching practices given. Each respondent was asked to evaluate the practices given for each situation on the basis of whether they were satisfactory or not. Each practice listed under each situation relied on either a traditional, structural, or transformational grammar approach.

In addition to the questionnaire, all graduates of Roosevelt University were sent Form D of ISCPET's Illinois Teacher Rating Scales. This instrument asked each graduate to rate himself on a scale of from 1 to 5 (Superior to Subminimal) on a list of criteria covering knowledge of English and knowledge and skill in the teaching of English. Each graduate's principal and department chairman were sent Forms E and F, respectively, of the Illinois Teacher Rating Scales. (The criteria on these forms are comparable to those on Form D.)

RESULTS: Results of this study are based on the data obtained from the completed questionnaires and Rating Scales. Questionnaires were received from 42.9 per cent of the Roosevelt University graduate groups and 32.6 per cent of the IATE group, and Rating Scales were received from 28.6 per cent of the teachers and from 10.7 per cent each of the principal and department chairmen groups.

Most of the respondents found traditional grammar the preferable approach for dealing with the given teaching situations. While the traditional approach tended to be evaluated almost entirely as satisfactory, the structural and transformational approaches were rejected either because they were "unfamiliar" or "unusable." Where structural grammar ranked second as satisfactory, transformational grammar tended to be rejected as "unfamiliar." The reverse of this trend was also indicated.

Teachers with previous preparation in linguistics found the structural approach satisfactory in four of the ten teaching situations, and teachers without linguistics preparation found the traditional approach most satisfactory in all of the given situations. Further, those with preparation in linguistics indicated at least two satisfactory approaches for several of the situations, while those without prior course work in linguistics found only the traditional grammar approach satisfactory for all situations. Other approaches were not rejected because of being unsatisfactory. Rather, the respondents indicated that they had no knowledge of them.

Roosevelt University graduates who had taken the experimental course, "Introduction to Linguistics," and who completed the questionnaire indicated that they found a traditional grammar approach most satisfactory in eight of the given teaching situations. Comparable Roosevelt graduates who had not taken the course found the traditional grammar approach most satisfactory for seven of the situations.

The Roosevelt University graduates who had taken "Introduction to Linguistics" and who completed Form D, the self-rating scale, consistently rated themselves higher on criteria items relating to knowledge of at least two systems of grammar, of how language functions, of levels of usage and dialectology, of the history of the English language, and of effective ways to teach English. The same teachers also rated themselves higher on items concerning knowledge of composition.

CONCLUSIONS: No statistical tests for significance were performed on the data obtained in this study. However, on the basis of the limited amount of subjective and objective results obtained, there are definite indications that previous preparation in linguistics can affect subsequent teaching approaches to certain situations. This is especially indicated in the number and variety of teaching approaches which are at the choice of the teacher. The results of the self-evaluations indicate that teachers whose preparatory programs included linguistics feel more competent to deal with questions of language, of composition, and of teaching English in general than do teachers whose programs included no linguistics.

b. (3) AMERICAN DIALECTS FOR ENGLISH TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-12-32-67)

INVESTIGATOR: A. L. Davis
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PURPOSE: This study was designed in order to prepare materials for part of a course on social problems in the English language.

METHODS: Tentative outlines were drawn up for part of a semester course on American dialects for prospective secondary school English teachers. These outlines were criticized for content and organization by several consultants. An extensive, annotated bibliography on several areas of linguistics, including American English dialects, was prepared, and taped samples of adult and child speech illustrative of social dialects were obtained.

RESULTS: The report on this study does not contain material enough for a complete semester course in dialectology. Rather, the study has produced materials which can be used by a non-specialist as a part of his course in the English language or in methods of teaching English. Suggestions are given as to what might be done in dialectology in a one-, two-, three-, or four-week period. The annotated bibliography can be beneficial to teachers and students as a part of a course in dialectology or as a helpful guide to individual study. The tapes illustrative of social dialects could be a valuable aid to any study of language. They are not a part of the report, but can be obtained on loan from Professor Davis.

Articles which were written as a part of the study and which are included in the report are: "The Study of Dialects" by N. Louanna Furbee; "Speech Samples of Disadvantaged Children" by N. Louanna Furbee, Emily Pettigrew Norris, and Dagna Simpson; and "Abbreviated Check-List" by A. L. Davis.

Articles which were written as a part of another USOE project under Professor Davis' direction are included in this report because of their topical applicability. These include "Historical, Regional, and Social Variations" by Raven I. McDavid, Jr., "Problem Areas in Grammar" by William Card and Virginia Glenn McDavid, and "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr.

CONCLUSIONS: Few current programs for the training of prospective secondary school English teachers include any organized study of American dialects. What this project attempted to do was to prepare materials for a "unit" on dialects which might be used by instructors who are not specialists in the subject. With such materials now readily available to them, persons responsible for programs for training English teachers, hopefully, will be encouraged to make provisions in their programs to assure that their graduates in the future will have had at least an introduction to the study of the many dialects of American English.

b. (4) PROJECT GRAMMAR: THE LINGUISTIC AND LANGUAGE PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH

(ISCPET SUBCONTRACT NUMBER SS-8-25-67)

INVESTIGATORS: Justus R. Pearson, Jr.
Department of English
Illinois Wesleyan University
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James R. Reese
East Tennessee State University
Johnson City, Tennessee 37601
(formerly of Illinois Wesleyan University)

PURPOSE: The purposes of the study were: (1) to determine what linguistics and grammar courses were being taught in colleges and universities in the United States during the mid-1960's, (2) to explore the assumption that a prospective secondary school English teacher should have a detailed knowledge of at least two systems of grammar, (3) to attempt to determine which two systems of grammar these should be, and (4) to explore the relationships of various competing systems of grammar.

In addition, the study's design included provisions for the constructing, teaching, and evaluating of a course or courses in English language and linguistics for use in colleges and universities.

METHOD: Two questionnaires were developed in order to obtain some of the basic information needed by the study. To obtain additional information, selected colleges and universities were visited, programs were examined, and teachers, students, and curriculum specialists were interviewed. Further, several of the English Curriculum Study Centers were visited, and linguists and language specialists were interviewed. On the basis of the data and opinions obtained, three courses in linguistics and language study were designed and taught at Illinois Wesleyan.

Questionnaire One was designed particularly to determine the state of the nation's programs for preparing prospective high school English teachers in language and linguistics. Specifically, it was designed to gather maximum information as to what subject matter was being taught, why such subject matter was being taught, and what the opinions and experiences of department chairmen were in regard to linguistics and English language study. This questionnaire was distributed to 1,245 departmental chairmen--1,020 of English and 225 of education departments. A total of 663 (53.2 percent) completed Questionnaire One.

Questionnaire Two was designed to discover details about what specific content and materials were being covered in language courses, and was distributed to 789 college instructors of linguistics and/or English language courses. Of that number, 333 (42.2 percent) persons, representing 308 (75.6 percent) institutions, responded.

RESULTS: In 75 percent of the institutions surveyed, the preparation of prospective secondary school English teachers is the joint responsibility of the English and education departments. However, it is the English departments that determine the number, kind, and quality of linguistic and English language courses offered. The course most frequently required is one in the history of the English language, as represented by 48 percent of the responding institutions. The second most frequently required course (as indicated by 42 percent of the institutions) is one in advanced English grammar, and the third ranking course is one described as a modified introductory course in linguistics (15 percent of the institutions). In response to the question of what linguistic and English language courses are currently being offered to undergraduates, replies indicated that with the exception of a course in the history of the English language and a normative course in advanced grammar, it is not common for institutions to have significant offerings in linguistics or in English language studies.

Thirty-six percent of the responding institutions indicated that they were in the process of adding a course in linguistics or English language study, but 64 percent indicated that they had no plans for doing so. A majority of the respondents believe that a course in the history of the English language and a course in advanced English grammar or syntax should be required. Two courses which English department chairmen highly recommended were ones in general semantics and modern American dialects.

Ninety-five percent of the respondents believe that a secondary school teacher of English should have a basic knowledge of two or more systems of English grammar. In naming the systems which should comprise the two, 73 percent of the respondents named traditional grammar, 71 percent named transformational-generative grammar, 68 percent named descriptive grammar, and approximately 25 percent indicated some type of tagmemic grammar. Eighty-two percent of the responding chairmen agreed that the present preparation of secondary school English teachers in linguistics and English language study is inadequate. It was the consensus that students do not receive sufficient instruction in any of the current systems of grammatical analysis or in general linguistics.

At Illinois Wesleyan, as a result of the surveys, special courses were designed to acquaint students with the multiple facets of language study, to assist them in analyzing language corpora, and to help them in applying linguistic tools. These courses were "General Language and Linguistics," "The English Language," and "Applied Linguistics." In addition, an experimental linguistics-based freshman English section was taught, but was not closely related to the courses intended mainly for prospective teachers.

CONCLUSIONS: This study revealed near unanimity on one major point: the present preparation of most secondary school English teachers in the area of language is grossly inadequate. However, the respondents to the survey were by no means in agreement concerning the best way to provide adequate preparation. Some favored continued emphasis on traditional-school grammar, some favored structural or transformational-generative or tagmemic or something else. Moreover, while some saw a need for a broadly conceived preparation in all phases of language, others preferred a narrow but intensive grammatical analysis.

The three experimental courses taught at Illinois Wesleyan as part of this study seem to show that it is possible to incorporate in three tightly organized courses (totaling about nine semester hours) the basic information a prospective teacher needs concerning the English language. This conclusion was not tested, however, by follow-up of the students after they became teachers.

Each college and university should scrutinize its English language offerings and requirements for prospective secondary school English teachers. College courses in English grammar should make students aware of varied methods of linguistic analysis and of the strengths and limitations of each method. Within the total package of required courses, there should be a place for considerable emphasis upon practical application of linguistic principles in the classroom, and no less emphasis upon other facets of the English language.

b. (5) A STUDY OF THE RESPONSES TO THE *LANGUAGE INQUIRY*

(ISCPET SUBCONTRACT NUMBER SS-21-12-66)

INVESTIGATOR: Ellen A. Frogner
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PURPOSE: In the teaching of language, oral and written composition, and literature, concepts reflect certain attitudes toward language in which any one of the following may be involved: (a) kind and amount of background information, (b) degree of awareness, (c) acceptance or rejection of information or reasoning. This study was designed to pursue the concepts and attitudes toward language of several groups of people.

METHOD: In order to obtain information about these attitudes toward language and concepts about it, a *Language Inquiry* was developed and administered to linguists, college students, and experienced high school English teachers.

The final form of the *Language Inquiry* was a product of two drafts. The first draft contained 150 statements on language, the second, 135, and the final form, 100. The linguists commented on the first draft and reacted to the second draft on a scale of Agree, Moderately Agree, No Opinion, or Disagree. The final form contained 97 of the items which appeared on the second draft and on which at least seven of the ten linguists had concurred in the four possible reactions. Three items were added where the linguists' votes of Agree and Moderately Agree totaled nine or ten.

The *Language Inquiry* covers a range of important topics related to language. Each topic is included twice in variant forms, and content which is especially significant to teachers and prospective teachers of English is emphasized. The *Inquiry* is composed of two parts. Part I consists of 100 statements on language, covering areas such as dialects, standards in using language, style, and structure of sentences. A respondent reacts to each statement by checking Agree, Moderately Agree, No Opinion, or Disagree. Part II permits a respondent to select at least three statements from Part I on which he would like further discussion, and to indicate the reason or reasons for his selection. (For example, "I need more background information.")

The final form of the *Language Inquiry* was submitted to ten well-known linguists; to sophomores, juniors, and seniors of selected Illinois colleges and universities who planned to become high school English teachers; to cooperating teachers in public schools who worked with the student teachers in English from the Illinois colleges; and to a follow-up group composed of the college students during the year after their graduation.

Responses of the linguists were considered to be the "expert opinion," and all other responses were compared with those. Comparisons for statistical significance were made on the responses of the linguists and those of the major groupings of college students, cooperating teachers, and recent graduates. Statistical tests were performed on the comparative data in sub-groupings such as college class, college major, number of courses in English language study, and level of grades taught. Further, responses of all groups were compared with each other on each item.

RESULTS: The *Language Inquiry* was completed by 597 college students, 202 cooperating teachers, 83 recent graduates in the follow-up study, and 10 linguists.

The heavy response to Part II of the *Inquiry*, coupled with the large number of unsolicited personal comments on the *Inquiry*, indicated that the study's instrument was well received, had motivated interest, and had encouraged thoughtful consideration in the completion of Part I.

Frequencies and percentages of responses to the 100 statements of Part I were obtained for all groups. Statistical tests were performed on the data in straight and varying comparison combinations with the responses of the linguists.

In general, the differences at the .01 level of significance were fewer in number for cooperating teachers than for the college students--12 as compared to 27. At the .05 level, the number was about the same. For teachers of grades 7, 8 and 9, the number of differences was greater at the .01 level than for teachers of grades 10, 11 and 12. Again, for the .05 level, the results were about the same.

As far as attitudes concerning usage conventions such as "Drive Slow," "It is me," and the split infinitive are concerned, the findings indicated that a puristic or unrealistic background is established for college students. Where responses of the college students differed significantly from those of the linguists, the data indicated that it was because of an unrealistic awareness of language.

The English majors, along with majors in subjects other than English, displayed this same attitude.

Cooperating teachers also had much the same attitude, yet they did display, in some instances, more understanding of the situation.

An analysis of the responses obtained by the follow-up study on the college students indicated that attitudes did not change significantly after a year's time had lapsed.

Generally, the data indicated that the respondents displayed a lack of depth in background and in understanding of the English language and a lack of awareness of how the language functions.

There should be a very serious consideration of the best kind of course or courses in language for the college curriculums of prospective secondary school English teachers in order that they may share more fully the concepts and attitudes of professional linguists.

c. (1)

AN EXPERIMENTAL COMPOSITION PROGRAM FOR PROSPECTIVE SECONDARY SCHOOL ENGLISH TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-2-21-66)

INVESTIGATOR: June Snider
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PURPOSE: This study was designed to determine the validity of the hypothesis that a minimal composition program of six semester hours is adequate for students who are preparing to teach English in the secondary school, and for other students as well, if the students study composition at the optimum time.

METHOD: In the 1965-66 school year, Bradley University established a junior-level composition course, English 300. This course, in sequence with English 101, and in lieu of English 102, became a graduation requirement for Liberal Arts and Sciences students.

English 101, a three-hour freshman composition requirement, stresses the fundamental principles and techniques of writing, with practice in writing themes related to readings in literature. English 102, also a three-hour composition requirement for students not in Liberal Arts and Sciences, continues the study of clear and effective writing with emphasis on argumentative writing, for the most part based on readings in literature. English 300, a three-hour junior-level composition requirement, reviews the principles of composition, but emphasis is placed on the writing of long, relatively sophisticated themes, both expository and argumentative, with material drawn from knowledge and ideas related to the students' major fields.

In order to establish the relative writing skills and knowledge of students at the beginning of each sequence, the College Entrance Examination Board Scholastic Aptitude Verbal Test was administered to students in each group. As a means of evaluation at the end of each sequence, the Educational Testing Service Composition Test, Form NPL, was given to students in each group. Three sections each of English 102 and 300 were tested in the final week of the academic year in which the second half of the 101-300 sequence first became effective.

In order to determine the relative gains of the students in each sequence, mean scores obtained on the ETS Composition Test were correlated with mean scores on the College Entrance Examination Board Scholastic Aptitude Verbal Test.

Themes written by six English Education majors at the beginning and the end of English 300 and themes written by the same number of students at the beginning and end of English 102 were selected and analyzed by the students' class instructors and by one other instructor, all of whom had had college and high school teaching experience. Critiques of the themes included enumeration of errors in (a) spelling, (b) grammar, (c) punctuation and mechanics, (d) sentence structure, and (e) paragraphing. The themes were also rated as (1) above average, (2) average, or (3) below average in five elements of composition: (a) diction and semantics, (b) clarity, (c) thesis development, (d) organization, and (e) content.

To determine the views of faculty members involved in the two sequences, as to the comparative merits and student abilities in the two sequences, questionnaires were designed for the instructors who had taught English 300 in addition to English 101 and 102. The instructors were also asked to comment on the advisability of continuing English 300 as an LAS requirement and on its adequacy as preparation for the teaching of English.

RESULTS: Fifty-five students in English 102 and fifty students in English 300 were examined on the ETS Composition Test, Form NPL, and the results showed slightly higher, but not significantly, raw score means for English 300 students than for English 102 students. Correlation of the converted ETS score means and SATV score means for each group showed a slightly greater difference, but not statistically significant at the .05 level, indicating slightly greater gains in achievement on the part of the English 300 students (the ones who had taken the 101-300 sequence).

An itemized computation of responses for each group showed the comparative writing skills and knowledge in three general testing areas: (A) grammar, (B) tone, diction, and semantics, and (C) paragraph structure and organization. Because the number of students tested in each group differed, percentages of correct answers out of the total possible correct answers in each section were figured for each group. While no statistically significant differences were obtained in percentage totals for the students completing the two courses, English 300 students did get higher percentages of correct answers for areas A and C.

The analyses of the themes of the twelve selected students showed that weaknesses in grammar, spelling, punctuation and mechanics, and sentence structure did not change appreciably between beginning and ending themes. Nor did error totals in the various classifications differ to any extent between students in English 102 and English 300. In the five categories of overall writing ability, proficiency ratings showed no appreciable change between beginning and ending themes or between students in the two sequences, although gains in paragraphing and organization were shown by students in both sequences. Total errors and proficiency rating for beginning themes of English 300 students did not indicate any visible deterioration of writing skills and knowledge in the interval between the freshman and junior courses.

As a basis for evaluating the adequacy of the six-hour English 101-300 sequence for English teacher preparation in composition, the themes of the six English Education majors completing English 300 were examined separately. The analyses of these themes indicated various weaknesses in fundamentals, particularly in spelling and in punctuation and mechanics. Proficiency ratings in all categories for the final themes of these particular students totaled 11 above average, 15 average, and 4 below average.

Six of the eight instructors who taught English 300 responded to the questionnaire on which they were asked to rate English 300 students in comparison to English 102 students. The ratings used were (A) discernibly lower, (B) having no discernible difference, and (C) discernibly higher. There were ten categories of abilities on which the two student groups were compared. Total ratings in the ten categories of abilities for the English 300 students at the beginning of the semester were as follows: 3 (A) ratings, 23 (B) ratings, and 28 (C) ratings. Total ratings for English 300 students at the end of the semester were these: 0 (A) ratings, 14 (B) ratings, and 46 (C) ratings.

Of the instructors who commented on the desirability of continuing the 101-300 sequence as a Liberal Arts and Sciences requirement, three believed it desirable, one believed it very desirable, and one was in favor of continuing the course modifications. Asked to appraise the English 101-300 sequence as adequate training in composition for students preparing to teach English in secondary schools, two respondents expressed the opinion that the sequence was adequate, one respondent believed an additional course desirable but not mandetory, and two respondents said the course was not adequate training.

CONCLUSIONS: The question of the adequacy of the English 101-300 sequence as a minimal composition requirement for the student preparing to teach English in the secondary school cannot be answered categorically by this study. However, because of the importance of composition as a major and integral part of the whole field of English, and because of the need for extensive knowledge of language as well as skill in writing, it appears that a minimal requirement of six hours of composition, even when taken at the optimum time, is not sufficient to produce good or superior knowledge and skills for teaching composition.

Test results, findings of theme analyses, questionnaire results, and other study data indicate a need for additional requirements in the areas of structure and usage of language, mechanics of writing, history and development of English language and prose, and advanced composition; this recommendation does not, however, imply a separate course for each component.

If additional teacher-training courses in composition are not required, results of the study indicate that the English 101-300 sequence is more valuable than the English 101-102 sequence because English 300 comes at a time when the student is better able to master abstract and complex ideas, and when the need for writing proficiency in his college years is greatest.

In evaluating the comparative effectiveness of the two sequences in providing college-level proficiency in writing to meet needs of students throughout their four-year programs, the study shows that slightly greater gains in knowledge and skills in writing were achieved by students in the 101-300 sequence than in the 101-102 sequence. Test results and questionnaire data showed a greater ability and maturity on the part of the English 300 students in analyzing, organizing, and expressing complex ideas. The timing of the 101-300 sequence also affords definite benefits and advantages to the students by providing a review of the principles of writing and by giving them practice in written communication at the upper-class level.

c. (2)

ADVANCED COMPOSITION IN THE PREPARATION OF PROSPECTIVE SECONDARY SCHOOL ENGLISH TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-3-2-65)

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PURPOSE: This study attempted to answer the following question: Will beginning English teachers whose program of preparation included the DePaul Special Composition Course be better prepared to teach English composition than beginning English teachers whose program did not include the Special Composition Course, when preparedness is measured in terms of scores on the *Examination in English Composition for Secondary School English Teachers*?

METHOD: The null hypothesis was that there would be no significant difference in the preparedness of the two groups, only one of which had taken a special composition course.

The English Department of DePaul developed the special course, which began with a study of the word as the unit of expression of a mental concept, and proceeded to the sentence as the unit of judgment between mental concepts. It included considerable writing of paragraphs and of various kinds of long compositions. Students also read pedagogical articles on composition and examined writing by classmates and by high school students. Three experienced composition teachers taught the course. In the last offerings of the course during the period of this study, the grammatical elements were eliminated because DePaul had instituted a new course in linguistics and grammar.

The English Department and the Department of Education of DePaul cooperatively developed the *Examination in English Composition for Secondary School English Teachers*. In 1967-68 and in 1968-69 this test was administered to 36 DePaul students who had had the special course, and to 36 students at Loyola University who had taken no equivalent course but whose grade-point averages were somewhat higher (3.21 vs. 3.01). *A Scale for Rating Teaching of English Composition* was also developed.

Analysis of covariance was used to analyze test scores.

RESULTS: The experimental treatment in this study did not produce a significant difference between the scores of the two groups, so that the null hypothesis could not be rejected. Nonetheless, a modest positive result was obtained in that although the experimental group was slightly below the control group in ability to study English, as reflected in grade-point totals, they overcame this initial handicap and tied the control group in mean score on the English composition examination.

The variation within both the experimental group and the control group on the examination scores was considerable, as shown by the within-mean-square of 8.582 in the analysis of covariance. This variation above and below the mean in each group, however, followed the same pattern since the between-mean-square in the analysis of covariance was only 0.073.

CONCLUSIONS: The DePaul study demonstrates that experimental research can be done in preparing English teachers. Several suggestions for such research emerged:

1. Administrative support is essential.
2. The experimental variable should be given strong experimental design. For example, perhaps the DePaul special course should have been more innovative than it was.
3. Sample populations of sufficient size make equating of groups easier.
4. Student participants may themselves learn a great deal about experimental research.

Since basically the results of this study were positive, the investigators recommend that English departments offer a special composition course for future English teachers, emphasizing content and methodology for the high school classroom. Also, they recommend that two instruments developed in this study be standardized: the _Examination in English Composition for Secondary School English Teachers_ and _A Scale for Rating Teaching of English Composition_.

d. (1) RESPONSES OF PROSPECTIVE ENGLISH TEACHERS TO A TEST ON THEORIES OF LITERARY CRITICISM

(ISCPET SUBCONTRACT NUMBER SS-19-21-67)

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PURPOSE: This study was designed to determine what undergraduates in English teacher preparatory programs of selected Illinois colleges and universities knew about theories of literary criticism. Further, it sought to determine if undergraduates in English teacher training programs who had taken an undergraduate course in literary criticism would score significantly higher on a test on theories of literary criticism than those who had not taken such a course.

METHOD: For purposes of this study, a test on literary criticism was developed. The test consists of three parts: terminology associated with three theories of criticism; statements of theoretical position about the nature and function of criticism as associated with the three theories of criticism; and a list of selected books on theories of criticism. Part I of the test was designed to measure knowledge of critical terminology. Part II was designed to measure the ability of undergraduates to recognize statements of theoretical position. Part III was designed to provide an index that would indicate the extent to which undergraduates were familiar with books on critical theory.

Two forms of the test were developed. Form A of the test was used to establish content and construct validity as determined by rater agreement of specialists on the items in the test. A specialist was defined as a graduate student in English who had passed his comprehensive examinations for the Ph.D. and who had taken at least one graduate course in literary criticism. During the 1966-67 academic year, fifteen students of the University of Iowa (Iowa City) and the University of Illinois (Urbana) were tested with the experimental Form A. Form A was then appropriately revised.

During the spring and summer of 1967, the revised experimental Form A was administered to a sample population of 136 undergraduates enrolled in teacher training programs at selected ISCPET colleges and universities. This sample population was divided into two groups: those who had taken an undergraduate course in literary criticism (N=26) and those who had not (N=110).

The final version of the test, Form B, was administered in the late fall of 1967 and the spring of 1968 to 262 seniors enrolled in an English teaching methods course in ten Illinois colleges and universities.

RESULTS: The preliminary administrations of the test, Form A, helped greatly in constructing a valid and reliable testing instrument. The mean of the rater agreement on the 50 items retained from Form A was 8.7, based upon the responses of ten specialists. Reliability coefficients of internal consistency for Form A were established. The coefficient for the group which had not taken a course in literary criticism was .89, and for the group which had taken a course it was .94. Further, the mean scores on the total test for these two groups of the sample population differed significantly ($t=3.5$; $p<.01$). The mean raw score for the group which had not taken a course was 28.15, and for the group with a course it was 42.38.

An analysis of variance on the means of the scores obtained by administration of Form B revealed that there was a difference between the two groups, statistically significant at the .01 level of confidence. The mean total score for the non-course group was 18.16, and for the course group it was 27.44. In addition to the total test means, eleven subtest means were computed for both the course and the non-course group. The subtests identified were the following: (1) terminology, (2) theoretical position, (3) Neo-Aristotelianism terminology and statements, (4) New Criticism terminology and statements, (5) Archetypal Criticism terminology and statements, (6) three subtests on terminology alone, and (7) three subtests on statements alone. An analysis of variance on the means of these eleven subtests revealed that on each the mean score of the course group differed significantly ($p<.01$) from the mean score of the non-course group. Further, for the course group, scores on the test correlated at the .01 level with reported grade point average in English.

Among both course and non-course samples, the most frequently read books in critical theory are books classified as relevant to New Criticism. Five of the top six books in the non-course group and four of the top five in the course group are books which develop concepts related to New Criticism. For the non-course group, no relationship existed between number of books reported to have been read and scores on the test of literary criticism. However, for the course group, a correlation significant at the .01 level of confidence existed for the relationship of the number of books reported to have been read and the scores on the test.

There was no correlation between scores on the test and grade point averages in English for the non-course group.

CONCLUSIONS: On the basis of this study, a more systematic and significantly greater understanding of critical theory can be obtained as a result of a course in literary criticism. Neither independent reading of works of criticism nor other undergraduate literature courses by themselves contribute substantially to a prospective secondary school English teacher's knowledge of critical theory. Further, this study indicates that the undergraduate criticism course functions better in producing an understanding of theoretical positions toward literature than it does in producing a critical lexicon.

d. (2) THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL

(ISCPET SUBCONTRACT NUMBER SS-10-30-66)

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PURPOSE: This study was designed to determine the value of courses in the classics, "The Classical Epic" and "The Classic Theater," offered as electives, in the curriculum of prospective secondary school English teachers.

METHOD: Two groups of subjects were studied to estimate the value of the two classics courses. One group consisted of eleven students who had taken either or both courses; the second group consisted of eight graduates of Loyola who had comparable academic records and English as their major, but who had not had either of the classics courses. The results of the Graduate Record Examination, Advanced Test in Literature, of the students in the two groups were compared. Also, those students who had taken either or both of the classics courses were asked for their opinions on the value of the courses in their subsequent work as high school English teachers.

RESULTS: Because of such a small number of students involved in the study, there were insufficient data on which to perform statistical tests for significance. However, examination of the data revealed that those students who had taken either or both of the classics courses generally did not perform better on the Graduate Record Examination than those students who had not taken the courses. Yet, replies to the inquiry about the value of the classics courses in the subsequent work of teaching high school English were uniformly favorable.

CONCLUSIONS: This study did not yield evidence to support the theory that students who have taken courses in the classics score significantly higher on the Graduate Record Examination than do those who have not taken such courses. But while it cannot be objectively proved that the attitudes or knowledge derived from these courses prepare graduates to become better high school English teachers, the graduates who had taken classics courses believed that their teaching had profited from their having studied such courses.

d. (3) A STUDY OF THE EFFECT UPON THE TEACHING EFFECTIVENESS OF ENGLISH TEACHERS OF THE REORGANIZATION OF THE LITERATURE COMPONENT OF A TEACHER-TRAINING CURRICULUM

(ISCPET SUBCONTRACT NUMBER SS-13-5-65)

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PURPOSE: This study was designed to compare the genre approach to the study of literature with the historical period approach in order to determine the more effective curriculum for the preparation of prospective secondary school English teachers.

METHOD: In the academic year 1957-58, North Central College changed its approach to the teaching of literature from a study of historical periods and some individual authors to the study of three basic genres: poetry, drama, and the novel, with one course in Shakespeare and two survey courses in world literature. In order to compare the effectiveness of the two approaches, scores and evaluations of two groups of students were obtained. The historical period group consisted of 30 students who had graduated from North Central College in 1956, 1957, and 1958. The second group, the genre approach, consisted of 39 students who graduated after the curriculum revision: in 1961, 1962, and 1963. Records, as complete as possible, were prepared for each graduate. Information sought on each graduate included courses taken and grades earned; grade point average for four years; rank in class at graduation; high school rank in class and high school graduated from; percentile ranking on the American Council on Education Psychological Examination; rank on the Cooperative English Test; rank on the Purdue English Test; grade index for English courses; employers' evaluations of graduates after the first and second year of teaching; and self-evaluations of their college preparation in literature. Statistical tests for significance were performed on the data where appropriate.

RESULTS: Non-availability of complete data on all students in both groups prevented a statistical determination of the superiority of the genre approach over the historical approach to the study of literature. From the data available, it was found that high school rank in graduating class was generally predictive of North Central College rank in graduating class. Also, the more successful student in college was found to be the more successful teacher, as was the more intelligent student as indicated by percentile rank on the ACE Test. The data also indicated that gross grade point average, whether overall or in English, was not particularly useful as an indicator of success in teaching. Results of the Self-Appraisal of Effectiveness of College Preparation for Teaching revealed that the earlier graduates (whose literature courses had been organized mainly around the historical period approach) felt that they were better prepared to teach high school literature than the later graduates (whose literature courses had been approached mainly from the standpoint of genre). An item analysis revealed that, over-all, the earlier graduates felt that they were better prepared in genres, while the later graduates felt that they were weak in the essay, biography, and non-fiction. (A course in literary prose was not included in the genre curriculum because of staffing difficulties.) However, the later graduates felt better prepared than did the earlier graduates in the novel and in poetry.

CONCLUSIONS: No definite answer to the hypothesis of the study was obtained because of insufficient data on the two groups of students studied.

d. (4) A STUDY OF THE EFFECT UPON TEACHER EFFECTIVENESS OF ENGLISH TEACHERS OF THE ORGANIZATION OF THE LITERATURE COMPONENT OF TEACHER TRAINING CURRICULA

(ISCPET SUBCONTRACT NUMBER SS-13-11-66)

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PURPOSE: This study attempted to evaluate the relative effectiveness of various approaches to the teaching of literature in the preparatory curriculum of prospective secondary school English teachers.

METHOD: This was a cooperative project and involved Bradley University, Illinois Wesleyan University, Loyola University, and the University of Illinois, as well as North Central. Approaches to the teaching of literature included survey, author and historical period, and genre, although no one of the cooperating institutions used one pattern exclusively.

Since the effects of the various approaches to the teaching of literature were to be measured by evaluating graduates' knowledge in literature and knowledge and skill in the teaching of high school literature, appropriate evaluation instruments were designed. Forms were developed for use by high school supervising teachers and department chairmen and by the students themselves, first, during student teaching and, then, after one year of teaching.

Additional evaluation was achieved by administering the National Teacher Examination English Language and Literature Test to sophomore English majors and graduating seniors of the cooperating institutions. The Minnesota Teacher Attitude Inventory and the Watson-Glaser Critical Thinking Appraisal were also administered. Data on high school graduating class rank, ACT or SAT scores, college graduating class rank, overall grade point average, number of hours of English work, and English grade point average were obtained on students of the participating institutions.

RESULTS: Because of the number of students involved and the great amount of data sought, it was not possible to obtain complete sets of scores and evaluation data in all instances.

However, from the available data, it was learned that English teachers in this study tended to come from the upper quarter of their high school classes, and that, while students, these teachers had maintained a relatively high grade point average and generally did better in English than in the overall college program.

A statistical examination of departmental chairmen's evaluations of first year English teachers indicated, on a number of items, a significant difference in favor of the genre approach to teaching literature. Student teacher self-evaluations indicated some statistical significance supporting the genre approach on certain items but on other items, supporting the survey approach.

First-year teachers' evaluations of their preparatory programs in relation to their teaching experiences did not indicate any clear pattern of superiority for any one approach.

CONCLUSIONS: This study supplies some statistical support for the contention that the traditional, and probably the most widely used patterns for curricula in English departments--historical period, author, and survey arrangements--are not the only way English may be taught in order to prepare effective high school English teachers. The genre approach in some instances appears superior, but not conclusively so.

Further study of the effects of curriculum arrangements upon prospective high school English teachers is recommended. Evaluation instruments could be improved upon, and attempts should be made to obtain more objective evaluation.

d. (5) THE TEACHING OF READING BY ENGLISH TEACHERS IN PUBLIC HIGH SCHOOLS: A NATIONAL SURVEY

(ISCPET SUBCONTRACT NUMBER SS-17-15-69)

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PURPOSE: The five basic questions which this study investigated were the following: (a) To what extent do teachers of English in public high schools of the United States accept the teaching of reading as the responsibility of the high school and, more specifically, as their own responsibility? (b) How well prepared to teach reading do they consider themselves to be, and what has been the nature of their preparation? (c) What are their actual practices in their teaching of reading? (d) In recent years, has there been any improvement in the preparation of English teachers to teach reading? (e) Are there significant differences between the actual practices in reading instruction of those teachers who have been better prepared to teach reading and the practices of those who have been less well prepared?

The focus of the study was primarily on the teaching of reading by teachers of English in English classrooms, not on the teaching of reading by teachers in special classrooms.

METHOD: A questionnaire of one hundred items was constructed for use in this study. Copies of the questionnaire were mailed on October 30, 1968, to 2,004 secondary school members of the National Council of Teachers of English whose names had been selected through systematic sampling by computer. Because of a programmer's error, the sampling was discontinued before the entire list was exhausted. Inasmuch as the NCTE membership list is arranged in order of postal zip code number, no teachers' names were drawn from the states of Oregon, Washington, Hawaii, and Alaska. This error was not discovered until a time when it was deemed too late to remedy.

The questionnaire included items which sought information on the following areas related to reading instruction in the English classroom: (a) teacher acceptance of responsibility for reading instruction, (b) teacher preparation (both preservice and inservice), (c) teachers' evaluations of their own preparation, (d) classroom practices in the teaching of general reading skills, (e) classroom practices in the teaching of skills primarily involved in the reading of literature, (f) classroom practices in the teaching of basic reading skills, (g) the use of special materials for reading instruction, (h) teachers' evaluations of their own performance in the teaching of reading, (i) personnel responsible for the planning of reading instruction within the English program, (j) teachers' evaluations of the quality of their schools' reading programs, and (k) inservice assistance and programs available to teachers. Moreover, some items were designed to obtain information about the focus of reading programs in schools nowadays, i.e., whether the programs are primarily aimed at developmental or remedial instruction, or at both types.

RESULTS: By the final cut-off date in January, 1969, useable returns had been received from 1,025 teachers of English (slightly more than 51 percent of those on the mailing list of 2,004). Of the 1,025 returns, 912 (46 percent of 2,004) came from public school teachers, 68 from parochial school teachers, and 45 from private school teachers. The original intention was to include as part of the study a comparison of the three groups of teachers. However, because of the low number of returns from private and parochial school teachers, it was decided not to include them in the study. Consequently, this report is based upon the data from the completed questionnaires of 912 public school teachers of English.

The instrument used in this study was a long one, and the analysis of the data gathered was exceptionally thorough. Many of the detailed findings are very important, but because of the space limitation on this summary they cannot be presented here.

The data collected in the study impressively confirm the findings of previous nation-wide studies and also extend them to a considerable degree. They make unmistakably clear and forceful the answers to the five basic questions which the study investigated.

1. The large majority (82.3 percent) of the English teachers in the sample agree with the statement that the high school should play a major role in the teaching of reading, both remedial and developmental, and their practices make plain that their acceptance of that responsibility is not merely verbal.

2. Though most of the teachers are striving to fulfill that responsibility, their preparation, preservice and inservice, for the teaching of reading is sorely inadequate. The majority (50.8 percent of the more experienced and 68.0 percent of the less experienced) consider themselves poorly prepared, and only a small percentage (19.1) consider themselves well prepared. Few (16.5 percent) actually had a course on the undergraduate level in the teaching of reading, and in most schools teachers receive little if any inservice training for reading instruction (53.9 percent indicated none whatsoever during the last five years).

3. The preservice preparation of high school English teachers for the teaching of reading has not been increased or improved during recent years, despite the urgent recommendations of various professional organizations, especially the National Council of Teachers of English. (This statement is based on a comparison of data collected for this study with those collected for several former studies.)

4. Regardless of the great deficiencies in programs for training English teachers to teach reading in high school, numerous

teachers are engaging in recommended practices in reading instruction. The teachers believe themselves least effective in meeting the reading needs of the below-average student and most effective in meeting the needs of the above-average. The majority (69.0 percent) of teachers in schools which have systematically planned remedial reading programs rate those programs as fair at best. The majority (57.0 percent) give the same rating to developmental reading instruction in English classes as a whole in their schools.

5. Teacher preparation does make a considerable difference. Differences which are practically important as well as statistically significant do in fact obtain between the practices and the self-ratings of effectiveness of the English teachers who have been better prepared (i.e., who have taken courses in the teaching of reading and have had various forms of inservice training) and of those who have been less well prepared. The former group of teachers engage in such practices to a considerably greater extent and rate their effectiveness more favorably.

CONCLUSIONS: Stated briefly and bluntly, the general conclusions of this study are these: High school English teachers are expected to teach reading. Many of them are teaching it as best they can, but they are poorly prepared for teaching it.

On the basis of the foregoing results and conclusions, the investigator makes the following recommendations with respect to preparing English teachers to teach reading in the English classrooms of the nation:

1. Colleges and universities which prepare students to teach secondary school English should require of all of them a course in the teaching of reading.

2. Even though it may not be required, a course in the teaching of reading should be taken by all students preparing to teach secondary school English.

3. English methods courses generally and reading courses particularly should emphasize the distinction made by Squire and Applebee, in High School English Instruction Today: The National Study of High School English Programs, between teaching literature and teaching the reading of literature, and teachers of English should be prepared for the latter task, as well as for the former.

4. Inservice training programs on the teaching of reading should be initiated and/or improved in all secondary schools, and English departments should actualize to a much greater degree the potentialities inherent in departmental planning and discussion of the reading programs in English classrooms.

5. Secondary school reading specialists should give to English teachers the valuable assistance they are capable of giving to help the latter to teach reading more effectively in the English classroom.

e. (1) AN EVALUATION OF ORAL INTERPRETATION AS A PART OF THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH

(ISCPET SUBCONTRACT NUMBER SS-11-26-67)

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PURPOSE: This study was designed in order to determine if "an ability to read aloud well enough to convey most aspects of the interpretive art--meaning, mood, dominant emotions, varying emotions, overtones, and variety," as stated in the ISCPET criteria, was in fact a valid objective in the preparation of secondary school teachers of English. The basic question to be answered was whether or not the practicing English teacher believed that the ability to read aloud well should have been an objective of his professional preparation. Moreover, the study was designed to discover if those teachers who had had preparation in oral interpretation had found that preparation to be an asset, and if those teachers who had not been so prepared had found the absence of that preparation to be a liability. This study also attempted to discern how the attitudes toward oral interpretation of high school teachers of English compared with the attitudes of college and university professors responsible for planning and supervising preparatory programs for high school teachers of English. Finally, it was anticipated that information might be compiled to reveal how often secondary school English teachers read aloud to their classes, and how the attitudes of these teachers toward the definition and objectives of oral interpretation compared with the attitudes of college professors of English and of speech.

METHOD: In the spring of 1967, three questionnaires were designed in accordance with the objectives of this study. For the most part, the questionnaires were comparable; however, slight variations were required because of the different sample populations. Respondents were selected randomly. Five hundred secondary school English teachers in the state of Illinois were asked to respond to an eleven-item questionnaire. Two hundred college English professors and 200 college speech professors were asked to respond to an eight- and seven-item questionnaire, respectively. The respondents were instructed to examine each statement on the questionnaire and to mark a point on the scaled continuum which corresponded to their attitude or experience. The response continuum was scaled from 0 through 10.

RESULTS: Results and conclusions of this study are based on the returns of 531 completed questionnaires: 305 from secondary school English teachers, 96 from college English professors, and 130 from college speech professors.

Data from the survey revealed that college professors of English believe that teachers of English should read aloud to their classes almost every day, and that secondary school English teachers are in fact following this practice.

All three groups stressed the importance of the ability to read aloud well in teaching English. Also, all three groups held the attitude that lack of skill in reading aloud is a handicap in the teaching of English. Those secondary school English teachers who had had some formal preparation in oral interpretation indicated that the undergraduate training had proved helpful in teaching English.

Further, the three groups agreed that the term *oral interpretation* relates neither to undramatic reading aloud nor to acting, but rather is most often associated with the ability to control the instruments of expression to convey moods and emotions, to clarify meaning, and perhaps in this way to intensify the experience of literautre. In addition, the term *oral interpretation* is associated with the combining of certain aspects of literary criticism and analysis with matters of voice and delivery.

CONCLUSIONS: It may be concluded from the responses to the survey in this study that oral interpretation is a subject of interest and concern to those who teach English at the secondary school level and that it is an instrument used almost daily in teaching. Moreover, Illinois secondary school English teachers, as represented by the sample group, support the hypothesis that developing skills in reading aloud should be an objective of programs designed to prepare secondary school teachers of English. This study further reveals that preparation which develops skill in oral interpretation is considered to be an asset in teaching English and, concomitantly, that the lack of preparation in oral interpretation is considered to pose some liability in teaching English effectively at the secondary level.

e. (2) A PROPOSED COURSE IN ORAL INTERPRETATION FOR PROSPECTIVE SECONDARY SCHOOL ENGLISH TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-11-18-68)

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PURPOSE: This study was designed to develop a course guide in oral interpretation which would meet the professional needs of prospective secondary school teachers of English.

METHOD: In June, 1968, a curriculum study conference on oral interpretation was conducted at Monmouth College. A group of twelve teacher-scholars--with half representing English and half, speech--comprised the conference. These participants came from colleges, universities, and secondary schools, and in the opening sessions of the conference, ten of them presented position papers.

Following the presentation of the papers, the participants drafted a guide for an oral interpretation course designed for upper-division students preparing to become secondary school English teachers.

In the fall of 1968, the guide, then still in draft form, was used on a trial basis at several colleges and universities, and was evaluated by both instructors and students.

RESULTS: The guide produced consists of major sections on objectives, content, and methodology, plus a selected bibliography. Since both the instructors and the students in whose classes it was used felt that it was indeed very valuable to the teaching and study of oral interpretation, it was subsequently prepared in final form for inclusion in the report on this project.

The conference position papers covered such topics as objectives of preparation in oral interpretation, ways of preparing secondary school English teachers in oral interpretation, and uses of oral interpretation in the teaching of English. Most of these papers, along with a copy of the guide, will appear in a publication entitled Oral Interpretation and the Teaching of English, soon to be printed by the National Council of Teachers of English.

CONCLUSIONS: Participants of the conference concluded unanimously that, while traditional courses were generally available, a course in oral interpretation oriented to those preparing to teach high school English was feasible and desirable.

Such a course could focus more directly upon the literature generally treated in the secondary school, upon the instructional use of oral interpretation in the classroom, and upon methods of literary analysis.

e. (3) AN EXPERIMENTAL STUDY OF THE EFFECTS OF SHORT COURSES IN SPEECH AND IN THE ART OF QUESTIONING UPON THE PERFORMANCE OF STUDENT TEACHERS IN SECONDARY ENGLISH INSTRUCTION

(ISCPET SUBCONTRACT NUMBER SS-10-29-66)

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PURPOSE: This study was intended to determine the effectiveness of a short course in speech designed for English teachers and another short course in the art of questioning upon the performance of student teachers in high school English.

METHOD: A control group of eleven student teachers was matched with an experimental group of eleven student teachers. The control group took the regular Loyola student teaching seminar for one and a half hours each week, with no special emphasis on speech and questioning. The experimental group seminar, in contrast, emphasized speech for the English teacher, plus special work in the art of questioning.

As a measuring device, students in both groups were asked to tape-record four one-half hour lessons that they taught involving one or more literary selections. These tapes were analyzed in an attempt to evaluate the teachers' performance in regard to speech and the art of questioning.

The seminar work in the art of questioning was based on J. P. Guilford's analysis of mental operations in learning, on William Shanner's A Guide to Logical Thinking, on three filmstrips ("Asking Questions," "Explaining," and "The Logical Dimensions in Thinking"), on Morris Sanders' Classroom Questions: What Kinds?, and on Amidon and Hunter's Improving Teaching: The Analysis of Classroom Verbal Interaction. The speech component emphasized vocal qualities, bodily actions, oral reading, and the study of several speech texts.

In the analysis of the tapes, questions were classified under the four headings of Understanding (Cognition, Memory), Convergent, Divergent, and Evaluation. The speech component was evaluated in terms of articulation, pronunciation, time, pitch, intensity, vocal meaning, voice quality, language, and total effect.

RESULTS: Both the control and the experimental groups used an overwhelmingly large number of questions of understanding (cognition, memory). There was no significant difference between the two groups.

Also in the analysis of the speech of the two groups, no significant difference was found.

Subjective reactions of the students in the experimental group, however, indicated a consensus that their ability to think had been enhanced and that their work in speech was interesting and meaningful.

One possible explanation of the lack of significant difference may be the very small amount of time devoted to questioning and to speech in the experimental seminars.

CONCLUSIONS: To reduce the crowding of questioning and speech components into an already full semester, it might be possible to incorporate earlier into prospective teachers' programs some work on these topics, combined with real or simulated classroom situations. If this instruction were distributed over a longer period of time, students might apply this knowledge to their own study techniques and more readily make a transition while teaching.

The use of tape recordings in this project suggests that this technique can be advantageous to teachers in observing and evaluating their classroom experiences in regard to kinds of thinking to be elicited; structuring questioning sequences; phrasing of questions; methods of eliciting answers from unresponsive classes; and ways of generating significant questions from the students themselves.

f. (1)

A STUDY OF THE PREPARATION OF ENGLISH TEACHERS FOR THE TEACHING OF SLOW LEARNERS

(ISCPET SUBCONTRACT NUMBER SS-15-28-66)

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PURPOSE: This study was intended to survey the qualifications desirable in secondary school teachers of English to slow learners.

METHOD: Questionnaires were sent to 798 school administrators in Illinois and Indiana, and to 710 teachers identified by these administrators as successful teachers of English and/or reading to slow learners. Two conferences were held. The investigator read intensively in appropriate books and articles. Changes in its curriculum for preparing English teachers were accordingly made by Olivet Nazarene College.

RESULTS: Responses from 475 administrators (60%) indicated that assignments to slow-learner classes are made chiefly on the basis of the personal qualities of the teacher, such as tact and sympathy. These qualities, plus above-average intelligence, are what administrators especially look for in teachers for such classes. They emphasize also the importance of the teachers' being well informed in adolescent and social psychology, the teaching of reading; the teaching of speech, and literature for adolescents.

The responses of 451 teachers (63%), all identified as successful teachers of slow learners, showed that they value educational psychology, thorough preparation in English, and knowledge of the social sciences, but that they too believe that personal qualities are of preeminent importance. In their own college training, the courses most useful to them were those in composition; in study of more than one kind of grammar; in speech; in practice teaching; in educational psychology, guidance, and evaluation; and in audio-visual aids. They rated only moderately high the usefulness of their study of literature, and gave low marks to history of the English language, foreign language, and generalized courses in education.

The work at Olivet Nazarene included in the methods course a special component on the slow learner. Revisions were also made in the requirements in composition, development of the English language, and grammar.

The investigator's reading revealed the emphasis that specialists place on developing the kind of personality and mental attitude needed by teachers of slow learners.

CONCLUSIONS: Unquestionably colleges need to work more actively in modifying preparatory curricula to include emphasis upon teaching slow learners. Teachers of such students need background knowledge of adolescent and social psychology and sociology and anthropology, an awareness of how the English language works, speech (especially oral interpretation), literature written for adolescents, composition (including creative writing), use of audio-visual aids, educational psychology, guidance, and principles of evaluation and measurement. Particularly their colleges should strive to create in them the mental attitudes essential for teaching such students.

g. (1) A NATION-WIDE SURVEY OF THE SUPERVISION OF ENGLISH STUDENT TEACHING IN COLLEGES AND UNIVERSITIES

(ISCPET SUBCONTRACT NUMBER SS-5-18-67)

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PURPOSE: This study was designed to determine current practices relating to the supervision of secondary school English student teachers.

METHOD: In order to achieve the objectives of this study, a questionnaire was designed. The questionnaire sought information as to, for example, the terms used in describing student teaching programs, the logistical arrangements involved in actual supervision, the selection of and requirements for cooperating teachers and student placements, and attitudes toward the role of the college supervisor.

In April, 1967, questionnaires were distributed to 827 colleges and universities throughout the country. This mailing list was prepared as a result of an earlier inquiry to determine which colleges and universities did in fact have programs in English education. By October, 1967, 465 completed questionnaires had been returned.

RESULTS: The results of this survey are based on a 56.2% return of completed questionnaires. The data include information received from colleges and universities in forty-six different states. The number of graduating English teachers from the various institutions that responded ranges from only 2 or 3 to more than 150 per year.

Although there are various terms in use to identify the student teacher, the majority of the respondents to the questionnaire prefer the use of the term "student teacher." And although the length of time for student teaching varies, almost two-thirds of the programs surveyed involved English student teachers in full-day teaching.

Also in varying usage is the term for the secondary school English teacher to whom the student teacher is assigned. However, almost half of the respondents indicated usage and preference for the term "cooperating teacher." A close second is the term "supervising teacher," and a third preference is for the terms "critic" or "master teacher."

Typically, evaluation of the work of the student teacher is done by the cooperating teacher and supervisor together, and the final letter grade is determined by the supervisor with the cooperating teacher's advice. About thirty per cent of the English student teachers receive the grade of A; about sixty per cent receive a B; most of the remaining ten per cent receive a C; and rarely is a D or F given.

Selection of the cooperating English teachers is made through cooperative efforts of the secondary school principal and the college director of student teaching. Basic qualifications of those selected include a recommendation from the principal, at least two years of teaching experience with at least one in the school system, and an undergraduate major in English. College personnel consider the most important qualifications of cooperating teachers to be their skill in teaching, their ability to work with novice teachers, and their dedication to preparing prospective English teachers.

Usually, the English student-teacher supervisor is a professor in the education department. The supervisor's basic qualification is considered to be high school English teaching experience. Other qualifications considered to be significant include dedication to the preparation of prospective English teachers; knowledge of effective ways to teach English; understanding of the learning process; and knowledge of content, materials, and organization of English programs in secondary schools.

Generally, the attitudes of the several persons involved in the colleges and public schools are favorable toward the role and function of the supervisor. The attitudes of the supervisors themselves and of the student teachers with whom they work are highly favorable. The cooperating teachers and school administrators approve of the work of the supervisors. Only slightly less favorable are the general attitudes of the college education departments toward the function of the supervisor, and somewhat less favorable than those are the attitudes of the college English departments and the college administrators.

CONCLUSIONS: The typical program in the supervision of student teachers of secondary school English is one on a campus of about 1600 students, with between 10 and 19 neophyte teachers completing student teaching annually. The student teacher at some point in his senior year is enrolled in a course listed in the education department. He spends half of a semester, and student teaches for an entire day at a public senior or junior high school within forty miles of his campus. Prior to obtaining 120 clock hours of actual teaching, the student teacher will already have completed the course in special methods of teaching English and the course in general teaching methods.

The success that the neophyte teacher achieves in student teaching depends largely upon his basic personality traits, rather than upon his skills and knowledge of English and the teaching of English acquired through his preparatory program. His success is also dependent upon his general mental ability. Other important factors in his success are the helpfulness of the cooperating teacher in providing opportunities for meaningful experiences and the actual assistance and advice given to the student teacher. Less important, but still of significance, is the actual teaching ability of the cooperating teacher. Still other contributing factors are courses the student teacher has taken in special secondary English methods, educational psychology, language, literature, and composition, as well as his prior experience with young people and the amount of supervision given to him by the college supervisor.

g. (2) A STUDY OF THE USE AND FEASIBILITY OF VIDEOTAPE TECHNIQUES IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-9-13-66)

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PURPOSE: This study attempted to evaluate the use of videotaped techniques and materials in the preparation of prospective secondary school English teachers.

METHOD: The study was composed of two parts. For Part I, ten prospective English teachers were involved. Five of these students were randomly selected to make up the experimental group, and the remaining five served as the control. The ten students were equated on English-course, education-course, and overall grade-point averages. However, it was impossible to equate other variables such as student teaching placement, college supervisors, and high school critic teachers. The grade obtained in student teaching and the student teacher's completed chart of Flanders Interaction Analysis were used as the means of comparative evaluation.

Part II of the study involved three college English professors, English student teachers, and secondary school English critic teachers. The college English teachers were asked to present a model demonstration in teaching certain concepts to freshmen. English student teachers were then asked to re-work these models for demonstration teaching at the secondary school level. All presentations were videotaped. A panel composed of the college teachers, the student teachers, and the secondary school critic teachers viewed the taped sessions and discussed the effectiveness of the presentations. This panel discussion was also taped.

RESULTS: Although the grades obtained at the end of the student teaching experience were slightly higher for the experimental group, the difference was not significant. No statistical tests were performed on the data because of the small number of students involved and because of the small observable differences in scores. However, comments made by the students as a result of their viewing their own teaching and completing an Interaction Analysis on segments of their tapes indicate that videotape can be a valuable technique in the preparation of prospective English teachers.

Part II was evaluated by those persons involved in the project by means of group discussion. The consensus was that it is inadvisable to attempt to translate college teaching models into presentations for the secondary school level. However, the tapes are useable for discussion purposes in a general or English teaching methods course.

CONCLUSIONS: Although this study did not demonstrate statistically that the use of videotape techniques and materials is effective in the preparation of prospective English teachers, subjective evaluation has indicated that taped sessions of segments of student teaching experiences can play an important role in developing self-awareness of strengths and weaknesses in teaching. Viewing the tapes and discussing teaching techniques with college and secondary supervisors proved helpful to prospective secondary school English teachers.

Generally, though, the technical problems, the need for specialized personnel, and subsidiary costs make using videotape techniques and materials almost prohibitive, especially for the small college.

g. (3)

A STUDY OF THE EFFECT UPON STUDENT TEACHERS OF A TWO-SEMESTER INTERNSHIP IN COLLEGE FRESHMAN ENGLISH CLASSES

(ISCPET SUBCONTRACT NUMBER SS-1-3-66)

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PURPOSE: This was a non-statistical study of the effect upon student teachers of a two-semester internship in college freshman English classes.

METHOD: In the second semester of their junior year and in the first semester of their senior year, nine prospective English teachers served an internship in college freshman courses in composition and literature. Each normally worked with a different master teacher each semester. Two hours of credit per semester plus free tuition for the course were granted.

Each intern shared with the teacher in the planning of units of the course and in the planning for particular lessons. He assisted in conducting class discussions, annotating compositions, holding student conferences, and preparing tests.

The internship program was supplemented by visits to high schools and by meeting occasionally with a specialist in English Education. Student teaching in a high school occurred during the second semester of the senior year.

Because of the small number of students involved, no statistical measures were attempted. Instead, the investigators evaluated the experiment by considering the following: anecdotal records and evaluations made by the master teachers; the intern's own evaluation of his growth each semester; the judgment of the cooperating teachers in the high schools; and the observations of the college supervisor of student teaching. In addition, interns took the English Language and Literature Test of the National Teachers Examination just before and just after the internship.

RESULTS: Interns reported that they had gained added motivation toward excellence in teaching, had increased in poise, and had become aware of problems of time involved in planning and teaching.

The master teachers stated that interns gained in flexibility, open-mindedness, and poise.

Cooperating high school teachers noted the confidence of the former interns in approaching high school classes, and also observed greater confidence in instructional procedures.

The college supervisor attempted to compare those students who had been interns with those who had not. He wrote in part:

> ...One significant difference was noted between student experiences before student teaching in the internship program and the standard program. The latter has provisions for knowledge only, while the former makes provisions for both knowledge and experience....
>
> In nearly all instances when the student teaching performance of the student who had had the benefit of the internship was compared through observation with the student who had experienced the standard program only, the former excelled. In those instances where the performances appeared to be equal, it seemed evident that the student who had come through the standard program had the advantage of maturity. Nevertheless, the student with the internship experience performed from the beginning of the student teaching period with greater confidence and self-assurance.

In the pre- and post-administrations of the NTE English Language and Literature Test, the interns showed an average gain of 65 points, but it cannot be determined how much of this gain was due to the internship.

CONCLUSIONS: The administrative officers of Aurora College are persuaded of the value of the basic idea of the internship and have authorized its continuance, modified as necessary by the limitations of the college budget. The history department is considering a similar program, and the president of Aurora College has urged other departments to seek comparable ways to help to prepare secondary teachers well.

g. (4) AN EVALUATION OF THREE ENGLISH METHODOLOGY COURSES AS PREPARATION FOR TEACHING ENGLISH IN THE SECONDARY SCHOOl

(ISCPET SUBCONTRACT NUMBER SS-2-20-66)

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PURPOSE: This study was designed to determine which of three or which combination of three courses in the methodology of teaching English was most effective in the preparation of prospective secondary school English teachers.

METHOD: For purposes of this study, the English Department of Bradley University added three courses to its curriculum, each concentrating on different aspects of preparation for teaching English in the secondary school. Descriptions of the three courses follow:

English 362: Methods of Teaching English, was established as a one-hour elective course to be taken concurrently with Education 362, a three-hour required course in general methodology. English 362, taught by a member of the English Department and coordinated with Education 362 in content and objectives, provided skills and knowledge in methods of teaching literature, language, and composition.

English 405: Senior Internship, a three-hour elective course, provided qualified seniors an opportunity to learn methods of teaching English through classroom observation and supervised teaching experience in Bradley freshman composition classes. In addition to observing the methods of an experienced composition instructor, to whom the intern was assigned, the student gained experience in marking and grading themes, planning assignments, and, later in the semester, practice in teaching portions of the class period, all under close supervision of the instructor. The intern was required to keep a journal of his progress and problems, and all interns met with the faculty supervisor of the intern program in a weekly seminar, as well as in individual conferences.

English 500: Advanced Composition, a three-hour elective for undergraduates, was established with the dual purpose of providing a course which would combine practice in writing with an intensive study of rhetoric, language, prose style, and methods of teaching and evaluating composition.

In order to determine the effectiveness of the three courses, or of combinations of the courses, questionnaires were devised. They were sent to 1967 and 1968 Bradley graduates with teaching experience in the secondary school and to seniors in practice teaching who had taken English 362 during the year before.

The questionnaire for evaluating English 362 consisted of items on fourteen specific areas of knowledge and skills in methods of teaching English. Also included were three general questions regarding the overall effectiveness of the course as preparation for teaching.

The effectiveness of English 405 was determined by means of individual evaluations since only three of the participating interns ultimately went into teaching secondary school English.

The questionnaire for evaluating English 500 included items on twenty-four specific areas of writing skills and knowledge, in addition to techniques of teaching composition. Also respondents were asked whether or not such a course as English 500 should be required of all prospective secondary school English teachers. Moreover, they were asked to comment on areas of weakness in their preparation for teaching English.

RESULTS: The evaluative questionnaires for English 362 were sent to 33 persons; 19 responses were received, yielding a 57 per cent return. Overall results based on the means of ratings indicated that the respondents considered the course to be of only average or less than average value in most of the fourteen areas treated in the questionnaire. In general, the respondents found the course of value in preparing them for English teaching by providing them with the following: a preview of problems of the English teacher, methods of teaching various areas of English, and some knowledge of teaching materials and aids. But they were almost unanimous in criticizing the time limitations of the course as its greatest weakness. The common complaint was that one hour a week was not sufficient to cover even a minimum of subject matter in methods of teaching English or to provide in-depth study of concepts of teaching secondary school English.

All three of the individuals who evaluated English 405 considered the course to be of definite benefit in preparing them to teach secondary school English. The greatest benefits listed were as follows: learning methods of teaching composition, learning how to use literature as a basis for writing assignments, learning the procedures of marking and grading themes, and getting practice in constructing composition exercises and tests. The respondents also found the course of value because of the opportunity to observe the teaching methods of an experienced instructor and to gain awareness and knowledge of actual classroom problems in teaching English. The greatest weakness indicated by all respondents was the lack of opportunity to actually teach a class.

English 500 was evaluated by twelve individuals (twice that number had been asked to complete the questionnaire). The overall results showed the course to be effective in most of the twenty-four areas treated in the questionnaire. All twelve respondents agreed that English 500, or a similar course in methods of teaching composition, should be required of all prospective secondary school English teachers.

Comparison of the results of the course evaluations indicated that English 405 and 500 were effective, within the limits of course objectives and structures, as courses in the preparatory curriculum for prospective secondary school English teachers. English 362 was found to be valuable in some areas of methods of teaching English but lacking in depth and effectiveness because of the one-hour time limitation set for the course.

Only two respondents had taken two of the three courses; none had taken all three. The courses taken by the two respondents were English 362 and 405. Both individuals found the experience of dealing with actual classroom problems, which they got in English 405, more meaningful and helpful as preparation for teaching than the limited and more theoretical methodology of English 362.

CONCLUSIONS: The results of this study show that the three courses evaluated fulfill methodology needs in some areas of the teaching of English but that many areas of weakness still exist, particularly in methods of teaching language, grammar, and reading, as well as knowledge and skills in teaching culturally disadvantaged and slow students. English 405 and 500 were found to be effective within the objectives of each course, but English 362 was shown to be inadequate because of its one-hour limitation. Since no students had taken all three courses and since only very few had taken two of the three, it was impossible to determine conclusively the effectiveness of a partial or complete combination of three courses.

g. (5) AN EXPERIMENTAL STUDY OF THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF HIGH SCHOOL ENGLISH TEACHERS ENROLLED IN A METHODS COURSE

(ISCPET SUBCONTRACT NUMBER SS-10-4-66)

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PURPOSE: This study was designed to measure several effects of an experimental English teaching methods course that emphasized, in part, the critical thinking skills needed by prospective secondary school English teachers. The effects were to be determined from examination scores of and course evaluations by prospective secondary school English teachers. The critical thinking skills that were to be emphasized included the ability to make deductions, to make interpretations, to evaluate arguments; the power to recognize inferences, assumptions, stereotypes, biases, and emotional factors; the capability to choose the main point in a selection; the ability to discriminate between verifiable and unverifiable material, relevant and irrelevant data, adequacy and inadequacy of data, consistency and inconsistency of arguments; the ability to classify literature in regard to form (narrative, descriptive, argumentative, expository) and in regard to type (demonstrative, dialectical, rhetorical, poetic); the capacity to identify abstract and concrete, descriptive and ascriptive terms; and the facility to recognize propaganda techniques and common fallacies of thinking.

METHOD: During the academic year 1965-66, the Department of Education of Loyola University, for the purpose of this study, permitted the addition of an English methods course for prospective secondary school English teachers to its general teaching methods course, Techniques of Teaching in Secondary Schools. A syllabus for the English methods course was prepared for the two semesters. Both semesters' courses consisted of the usual content of an English methods course: the methods and materials of teaching language, literature, and composition in the secondary schools. However, the second semester's English methods course included direct instruction on the separable and measurable skills which are required for critical thinking. Efforts were made to keep errors in experimental design at a minimum. A random sample of subjects was considered to have been obtained since the course was available to all students preparing to teach English in the secondary schools. Both courses were taught by the same two instructors, with one each from the Departments of Education and English. The courses were taught at the same time of day, on the same day of the week, and in the same classroom, though during different semesters. Classroom procedures were held constant for both courses, except for the experimental content on critical thinking for the second semester. The first-semester class, which was used as a control group, consisted of 18 students, and 20 students made up the second-semester experimental group. Both groups were tested at the beginning and at the end of the course by means of the Watson-Glaser Critical Thinking Appraisal, Forms YM and ZM, respectively, and by an adaptation of the Dressel-Mayhew Test. Both groups also completed a questionnaire at the end of the course, and both groups wrote position papers at the beginning and end of the course.

RESULTS: The statistical analysis of the data revealed no significant differences in pre- and post-test scores for the two groups. Although the experimental group (who took the course the second semester) made a positive gain over the control group on test scores, the differences were not significant at the .05 level of confidence. The anonymous and voluntary questionnaires were completed by 60% of the students in both groups. Responses to the questionnaires indicated that students of both the control and experimental groups were grateful for the establishment of a separate course for methods of teaching English in the secondary school. The students were overwhelmingly in favor of varied instructional approaches, such as the use of audio-visual materials, demonstrations, guest lecturers, small group discussions, as well as the use of the English Journal and relevant duplicated materials. The experimental group appreciated the teaching and study of the skills needed for critical thinking and made comments about the desirability of teachers becoming familiar with the area of critical thinking and its applicability to the teaching of English in the secondary school. An examination of the pre- and post-position papers revealed that at the end of the course the experimental group had an increased awareness of the skills needed for critical thinking. The control group mentioned the topic fifteen times in the pre-position papers and seventeen times in the post-position papers. The topic appeared ten times in the pre-position papers of the experimental group and thirty-eight times in the post-position papers.

CONCLUSIONS: This study indicated that more valid examinations are needed for testing for critical thinking. Also, more time than is allowed by a one-semester course is needed for effective teaching of the skills needed for critical thinking. These skills can be, and should be, taught in most courses in the secondary school English teacher preparatory curriculum. The positive gain of the experimental group over the control group on the examination scores, although not statistically significant, combined with the positive statements on the questionnaires and position papers, suggests that direct teaching of the skills needed for critical thinking is a desirable objective in the preparation of prospective secondary school teachers of English.

g. (6) A CURRICULAR STUDY CONCERNED WITH THE PROCESS AND THE PRODUCT OF AN ENGLISH-EDUCATION COURSE AND ITS EFFECTS UPON EXPERIENCED TEACHERS' ABILITIES TO THINK CRITICALLY

(ISCPET SUBCONTRACT NUMBER SS-10-31-66)

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PURPOSE: This study was designed to measure several effects of an English teaching methods course which in part emphasized the critical thinking skills needed by experienced elementary and secondary school teachers of English. The critical thinking skills which were emphasized included the ability to make deductions, to make interpretations, to evaluate arguments, and to recognize inferences, assumptions, bias factors, common fallacies, and propaganda techniques.

METHOD: During the second semester of the 1965-66 academic year, Loyola University established an in-service English teaching methods course for experienced English teachers. Forty-two experienced English teachers who were teaching in elementary and secondary schools in Chicago and its vicinity enrolled in the course. The course concerned itself with the usual content of an English methods course: language, literature, and composition. Included in the course, however, was direct instruction by the investigator on the skills needed for critical thinking and how those skills can be developed in the language arts curriculum. Attempts were made to determine the effects of the course on the experienced English teachers by obtaining scores on Form YM of the Watson-Glaser Critical Thinking Appraisal at the beginning of the course and on Form ZM of the same test at the end of the course. An adaptation of the Dressel-Mayhew Test was also administered to the group at the beginning and end of the course. Further, at the end of the course the students were asked to complete a critical evaluation of the course.

RESULTS: Although mean scores on all tests indicated a positive gain for the group at the end of the course, the differences in the pre- and post-test scores were not statistically significant at the .05 level of confidence. The critical evaluations of the course indicated that the experienced English teachers had previously felt inadequately prepared in the area of critical thinking and that they believed instruction in this area should be included in the preparation of prospective English teachers. Comments also indicated that the teachers appreciated the course because it had helped them to become "more sure of themselves" and to learn "more about themselves as teachers." Other comments about the course itself indicated that the teachers felt it to be challenging, beneficial, and informative. The varied instructional methods used in the course were appreciated.

CONCLUSIONS: The positive gains of the post-course test scores though not statistically significant, combined with the critical evaluations of the course, indicate that experienced teachers desire and need knowledge about the skills required for critical thinking. Further, comments on the course evaluations indicate that instruction in the critical thinking skills and ways of integrating such skills into the language arts curriculum should not only be taught in inservice education courses but should also be included in the curriculum for the preparation of prospective teachers of English.

h. (1) A STUDY INVOLVING DEVELOPMENT, TEACHING, AND EVALUATION OF THE RESULTS OF A COURSE FOR TEACHERS IN SERVICE DEVOTED TO THE PRACTICAL APPLICATION OF LINGUISTICS, OR PRINCIPLES OF COMPOSITION, AND OF VARIOUS APPROACHES TO THE TEACHING OF THE SLOW LEARNER

(ISCPET SUBCONTRACT NUMBER SS-20-1-65)

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PURPOSE: This study was designed to determine if teacher-held ideas and teaching performance could be changed by a short English extension course in which teaching the slow learner, teaching composition, and studying practical applications of linguistics were considered.

METHOD: During the academic year 1965-66, sixty-six junior and senior high school teachers participated in a college-credit in-service course offered by the Department of English, Western Illinois University. This course emphasized pedagogical assistance in practical applications of linguistics, principles of composition, and various approaches to teaching the slow learner. Three instructors were involved in the study; each had one of the emphases as his specialty.

At the beginning of each of the three divisions or parts of the course, each participant was asked to complete a questionnaire designed to disclose aspects of his teaching philosophy and some of his teaching performances which would be covered in that particular division.

At the completion of the course, participants were interviewed by professors of Western Illinois University either about one month after the course or about twelve months after the course. One of the twelve interviewers had also taught one of the three parts of the course.

Two structured forms were used by the interviewers. An oral questionnaire was designed to measure changes in attitudes, changes in teaching performance, understanding of main ideas in the course, use of linguistics, and resistance to new ideas by colleagues and administration. The second form sought the interviewer's conclusions concerning the interview.

RESULTS: Ninety-four per cent of the teachers who participated in the in-service course reported a change in teaching performance; sixty-one per cent reported a change in thinking as a result of the course. There were fifty-four changes reported in linguistics, thirty-two reported in composition, and forty-five in the teaching of the slow learner. Twelve of the teachers reported restraint by environmental teaching situations. The interviewer who had taught the course part on teaching the slow learner discovered twenty changes in teacher performance while the interviewer who had not taught that part found only four changes.

The teachers involved in the study were also asked to identify the main ideas presented in each area of the course. At most, there was only a one-fourth agreement as to what the main ideas were.

CONCLUSIONS: On the basis of this study, extension courses can be important agencies in the continuing education of practicing English teachers. The study demonstrated that nearly all of the teachers involved changed their teaching performance because of one or more of the areas covered in the extension course. Further, teacher thinking was changed substantially.

h. (2)

A PROGRAM OF PROFESSIONAL READINGS FOR SECONDARY SCHOOL TEACHERS OF ENGLISH

(ISCPET SUBCONTRACT NUMBER SS-20-16-69)

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PURPOSE: This study was designed to measure the effectiveness of the use of selected professional readings as one basis for in-service education of secondary school teachers of English who do not have a major in the subject.

METHOD: Names were obtained of Illinois secondary school English teachers who teach in schools of below 350 students and who have no more than a minor in English. One hundred of these teachers agreed to pursue an eight-week in-service course of professional readings; 76 completed the work. University credit was optional, and was chosen by 64 of the teachers.

Participants filled out a questionnaire on their undergraduate preparation, graduate work, professional activities and teaching conditions. They also completed a survey designed to measure their attitudes toward forty concepts concerning English teaching; these concepts were derived from the readings to be sent later.

The twenty readings were sent in groups, one group each week for eight weeks. Participants filled in a rating sheet for each article, estimating the worth of the article, the degree to which the respondent's thinking was changed as a result of the article, changes in teaching procedure suggested by the article, and changes in teaching procedure that the respondent planned to use.

Upon completion of the readings, the participants repeated filling in the survey of attitudes. In addition, they responded to a second questionnaire designed to measure their intentions to use material or approaches recommended in the readings and, also, to solicit their reactions to such a program of professional readings as an in-service device.

RESULTS: The first questionnaire revealed that over half of the participants did not have even an undergraduate minor in English, although seven of the 100 had a major. Respondents ranked their preparation lowest in methods, transformational grammar, and composition, and they felt least successful in their teaching of composition, reading and grammar. Few had taken substantial amounts of graduate work, and what they had taken was seldom in the areas of their greatest weakness. Few participated in professional conferences, belonged to professional organizations of English teachers, did substantial amounts of professional reading, or did any writing. Their teaching loads were approximately as great as the national average.

In reacting to the articles read, the respondents accorded greatest approval to those on composition. In general, they liked most the articles that combined many practical suggestions with a little theory. In response to questions about changes in teaching procedures effected or expected as a result of each article, the 76 teachers reported a total of 1295 changes, or a mean of 65 per article. Each article resulted in a mean of 51 per cent who claimed at least one change in performance because of each article. Changes in the teaching of composition and of language were most frequently cited, and interest in trying out inductive procedures was frequently mentioned.

Reactions to the pre- and post-survey (the same survey given before and after the readings) were subjected to a Wilcoxen Matched-Pair Signed-Ranks test of significance. Changes of attitude significant at the .05 level were found in twelve of the forty items. These findings suggest that selected professional readings can indeed cause changes of attitude on specific topics in English instruction.

The second questionnaire, which followed the reading program, revealed that interest in professional organizations and professional reading had increased substantially. It also showed that as a result of the readings the respondents had each already made or planned to make from 0 to 50 changes in their teaching, with the median in the 21-25 range. One tabulation of the responses is the following summary of reactions to 84 suggested possible changes:

	Do Not Plan to Do	Was Already Doing	Doing Since Reading Articles	Plan to Do Later	Total
Number of Teachers	1034	3360	992	998	6384
Per cent of Teachers	16.2	52.6	15.6	15.6	100

This table shows that the 76 respondents claim to have made a total of 992 changes in their teaching since reading the articles, and plan to effect 998 additional changes later.

On both the questionnaires, respondents were asked to rate six types of in-service education on a scale from least useful to most useful. The null hypothesis was that there would be no difference between the pre- and post-responses. The level of significance was .05. The following table shows the results:

Type of In-Service Device	Z Score	Probability of a Larger Z
Lectures	- .81	.2090
Movies	- .16	.4364
Reading	-3.25	.0006
Graduate Extension Courses	-1.63	.0515
Small Group Discussion	-1.78	.0375
Panel Discussion	- .75	.2266

There was thus a pre- and post-difference significant at the .0006 level for the use of professional readings as an effective in-service device. Small-group discussions and graduate extension courses were also given high ratings, though not significant at the .05 level.

CONCLUSIONS: The findings of this study suggest that substantial changes in the teaching of secondary school English may be effected by a program of carefully selected readings. A recommendation has been formulated to the effect that Illinois universities and other agencies cooperate in conducting such in-service programs regularly.

h. (3) THE PROFESSIONAL COMPETENCY OF ILLINOIS SECONDARY SCHOOL ENGLISH TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-19-23-68)

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PURPOSE: This study was designed primarily to determine how experienced secondary school English teachers in Illinois rate themselves on their knowledge of English and knowledge and skill in the teaching of English. The study also sought to find out if there were a significant relationship between the teachers' self-evaluations and their years of teaching experience. Finally, the study attempted to ascertain if there were a significant relationship between the self-evaluations and the college degrees held by the teachers.

METHOD: ISCPET's Illinois Self-Rating Scale for Experienced English Teachers (Form G) was developed for use in this survey and was distributed to 600 secondary school English teachers in Illinois. The teachers' names were randomly selected from the membership listings of the Illinois Association of Teachers of English and the Secondary Section of the National Council of Teachers of English.

RESULTS: By late December, 1967, 341 completed Rating Scales had been received, representing a 57 percent return.

By far, the majority of the teachers in the sample were English majors. Two hundred sixty-two of the 341 teachers, a percentage of 76.83, reported having a major in English, while 17.59 percent reported having only an English minor. A small percentage of the teachers in the survey, 5.57 percent, reported having neither a major nor a minor in English.

Just over half the teachers sampled (52.49 percent) reported having a master's degree, and 46.63 percent reported having a bachelor's. One teacher in the sample held an advanced certificate, and two held a doctorate.

The range in number of college credit hours beyond the highest degree was from 0 to 41. Sixty-five teachers in the sample (19.23 percent) reported having no credit hours beyond the highest degree. The most represented ten-hour interval of credit was the one spanning eleven to twenty hours, represented by a percentage of 24.55.

The range of teaching experience was from three months to forty-five years. Over half the teachers sampled (63.93 percent) had taught less than ten years. The length of teaching experience most represented in the survey was three years, reported by 24.34 percent of the teachers.

On the basis of the data obtained from the 341 teachers who participated in this study, teachers with more years of teaching experience do in fact tend to rate themselves higher in given areas of knowledge of English and knowledge and skill in the teaching of English.

A larger percentage of teachers with master's degrees rated themselves "Superior" on the Rating Scale than did those with bachelor's degrees. The majority of the latter group rated themselves "Good." Also, this group considered its weakest area to be knowledge and skill in the teaching of English, as did the group as a whole, but those teachers with master's degrees considered their weakest area to be knowledge of language. Also similar to the group as a whole, both degree groups considered their strongest area to be knowledge and skill in oral communication.

Overall, the teachers in this survey considered their professional competency in knowledge of English and knowledge and skill in the teaching of English to be "Good"--the level of competency reasonable to expect in able or fairly able English majors whose ability and college preparation have been average or better in quality. They considered their strongest area of preparation to be knowledge and skill in oral communication, and their weakest areas to be knowledge of language and knowledge and skill in the teaching of English.

The teachers in this survey considered their greatest single strength to be their "ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage," and their greatest single weakness to be "knowledge of ways to teach reading."

CONCLUSIONS: Examination of the self-evaluations of the teachers in this survey and of the comments and suggestions made by many of these teachers indicates that the preparatory curriculum for prospective English teachers should include more course work in language, linguistics, the application of linguistics to the teaching of English, literary criticism, theories of literary criticism, the history of rhetoric, and the development of English prose. More than the traditional two-semester sequence of courses in freshman composition should be required. A course in how to teach composition also should be offered. Further, courses in adolescent literature and in methods of teaching reading should be required.

Effective means should be found for making available in-service educational programs on research findings and new developments in English, the learning process, and the teaching of English. Better ways should be found for encouraging all teachers to participate in professional organizations; to support, conduct, and participate in in-service education programs; and to return to college as often as possible for continued study in English and in the teaching of English.

Replication of this study is recommended in order to determine the effects of changes now taking place in many Illinois college and university curriculums for preparing prospective secondary school English teachers.

h. (4) MASTER OF ARTS IN THE TEACHING OF ENGLISH PROGRAMS: A DIRECTORY

(ISCPET SUBCONTRACT NUMBER SS-6-17-67)

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PURPOSE: This study was designed to examine programs for the Master of Arts in the Teaching of English.

METHOD: The study involved compiling information about available MATE programs. In an effort to compile complete and accurate descriptive information about these programs, a fact-finding questionnaire was prepared and distributed to colleges and universities throughout the country. The questionnaire sought information about such items as admission requirements, program descriptions, available financial aid for students, and application procedures.

RESULTS: As a result of this study, *Master of Arts in the Teaching of English Programs: A Directory* has been prepared. Over one hundred Master of Arts in the Teaching of English Programs offered at various colleges and universities throughout the country are described in this publication.

CONCLUSIONS: This description of MATE programs, though it should be frequently revised, should be helpful not only to prospective MATE candidates but also to persons planning or revising such programs. Some of the brief descriptions suggest emphases and innovations that might well be adapted by other institutions.

h. (5) AN EXPERIMENTAL STUDY OF THE IN-SERVICE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS IN TRANSFORMATIONAL GRAMMAR

(ISCPET SUBCONTRACT NUMBER SS-9-2-67)

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PURPOSE: The purpose of this study was to explore ways by which in-service preparation of high school English teachers in concepts of transformational grammar could best be implemented.

METHOD: The method used for this study was composed of three phases: (1) construction and implementation of an educational program for the introduction of transformational grammar to teachers; (2) measurement of the effectiveness of this program; and (3) production of videotape materials for training teachers in transformational grammar.

The educational program consisted of four one-hour-per-week introductory lectures on transformational grammar for all secondary school English teachers in the Galesburg community school district and of ten one-hour-per-week seminars for four English teachers who represented the one senior high school and two junior high schools of the district. At the end of the ten weeks, each of the four teachers taught a four-week unit in transformational grammar in one of his classes.

Measurement of the effectiveness of the program was accomplished by pre- and post-testing of the seminar participants for subject matter comprehension. An evaluation questionnaire was submitted to those teachers who had attended the four introductory lectures.

Each teacher who had participated in the seminar was videotaped during a class session in which he taught some aspect of transformational grammar. The resulting four tapes were later edited to produce one one-hour tape on the teaching of transformational grammar in the high school.

RESULTS: Results of the questionnaire completed by the teachers who attended the introductory lectures on transformational grammar indicated that the program was beneficial but that more time was needed for a more effective program. Six of the sixteen respondents reported that as a result of the lectures, they were less apprehensive about teaching the grammar; four acknowledged increased interest in the subject; and one felt a loss of interest. When asked if they felt that transformational grammar would improve the teaching of English grammar, nine reported no change in attitude; two had no opinion; and five indicated that, as a result of the lectures, they believed teaching transformational grammar would make an improvement. When asked how much they felt they had learned in the four lectures, eleven indicated increased knowledge; three thought they had gone from knowing nothing to a slight idea of the subject; two, from nothing to enough to read a text in the grammar; five, from a slight idea to enough to read a new text; and one, from ability to read a text to enough knowledge to teach the grammar.

The examination administered to the teachers who participated in the seminar was an informal test designed to measure both a teacher's knowledge of general theory and of a typical transformational grammar. Results of the pre-test revealed that the teachers, in short, knew nothing about transformational grammar. The same test was administered at the end of the ten-week seminar period and, on the basis of 100 possible points with a score of 70 representing adequate knowledge of the subject, the four teachers obtained scores of 90, 86, 85, and 42. The three teachers achieving the passing scores also reported that they had experienced success in teaching a unit on transformational grammar.

The one videotape prepared was designed to introduce teachers to actual classroom techniques of teaching transformational grammar in the secondary schools.

CONCLUSIONS: On the basis of subjective data obtained in this study, an in-service course in transformational grammar has proven to be beneficial and practical. Because of the small number of teachers involved in the study, no statistical analyses were performed on the pre- and post-test scores. However, informal analysis, comments, and responses to the evaluative questionnaire indicated that significant gains in knowledge of the subject on the part of the participating teachers had been made.

In-service preparation of teachers must grow if American education is to grow. The model for in-service preparation tried out in this study is adaptable for use by school districts that wish to prepare teachers for new adoptions and for the use of various innovative methods. A small core of specially-trained teachers, such as the members of the seminar in this case, can be useful in proposing and implementing change and in trying out new methods in their classrooms.

Despite the beneficial effects of four sessions of a one-hour-per-week introductory lecture program, longer periods of time are recommended for future programs.

Additional research in finding and testing means of in-service preparation of secondary school English teachers is strongly recommended.

h. (6) A STUDY OF THE USE OF VIDEOTAPED MATERIALS IN THE TRAINING OF IN-SERVICE AND PRE-SERVICE TEACHERS

(ISCPET SUBCONTRACT NUMBER SS-14-19-66)

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PURPOSE: The purpose of this study was to prepare a number of videotapes of lectures, discussions, and elementary and secondary school English classes as models for any school system wishing to use its videotape equipment for in-service work.

METHOD: The project used a single camera, three microphones, a pre-amplifier mixer, and a ninety-millimeter zoom lens. Because of the single camera and the lack of highly sophisticated equipment and large amounts of technical equipment, the videotapes are far from professional jobs but are nevertheless illustrative of the useful and relatively inexpensive tapes that can be prepared in many school systems.

The staff chose to avoid studio tapings, reduced class sizes, and short "models" of teacher behavior, in order to approach the realities of classroom teaching as much as possible. They often, however, did not record whole class periods because they found that four- or five-minute segments would usually satisfactorily illustrate mood, tempo, or content, and that two or three such segments might be almost as revealing as a whole period. Dubbing (re-recording over the original sound track) provided necessary transitions or other commentary. Sometimes videotaped pre- and post-class interviews with the filmed teacher also proved useful to clarify purposes and to explain unexpected successes or failures.

Editing usually occupied four or five hours per tape. However, the staff purposely left some tapes unedited except for necessary explanatory material. An edited tape is best for demonstration, but an unedited one may elicit more analysis and criticism from an audience of teachers.

RESULTS: No attempt was made to measure or evaluate the effects of these tapes as an in-service change agent, although this kind of research would unquestionably be interesting and valuable. Rather, the project was concerned with exploring a limited number of technical uses of videotape equipment and suggesting some of the ways the tapes produced might be used.

The following videotapes can be made available to interested educators by arrangements with the Northwestern University Curriculum Center in English, 1809 Chicago Avenue, Evanston, Illinois 60201:

1. Students as Bookmakers (Grade 4)
2. Self-Direction in the Language Arts (Grade 8)
3. Improvisations (Grade 9)
4. Approaches to Remedial Reading (Grades 7-8)
5. "The Skating Rink" (short story, Middle grades)
6. The Third Thing (Middle grades)
7. "Angus and the Ducks" (Kindergarten)
8. Indians--A Somewhat Thematic Unit (Kindergarten)
9. The Free Time (Grade 1)
10. The Music of People (Grade 7)
11. Puppets and Poetry (Grade 2)
12. The Television Review (Grade 8)
13. Our Town (Grade 8)
14. Values in Reading and Literature (lecture)
15. Literature and the Individual (lecture)
16. Language Experience in the Elementary School (lecture)
17. City and Suburb: A Dialogue (discussion)
18. Group Themes with Meaning (lecture)
19. Language, Experience, and the Process of Composing (lecture)
20. ISCPET Demonstration Tape (an explanatory composite)
21. The Death of English Education (lecture)
22. A Discussion with Harold Rosen (lecture-discussion)
23. Involving Students with Literature (lecture-discussion)
24. A Conversation with Ron Watson (discussion of storefront schools)
25. A Discussion with Andrew Wilkensen (lecture-discussion)
26. Wonder? Writer (TV demonstration concerning preparation in descriptive writing)

CONCLUSIONS: This study produced a series of videotapes used by members of the project staff, faculty of the Northwestern School of Education, participants in NDEA institutes, participants in in-service programs, and graduate and undergraduate students. In addition to the value inherent in the tapes themselves, they have value as models for what other institutions can do at relatively low cost.

h. (7) A COMPARATIVE STUDY OF TWO ILLINOIS MASTER OF ARTS IN THE TEACHING OF ENGLISH PROGRAMS

(ISCPET SUBCONTRACT NUMBER SS-6-19-68)

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PURPOSE: This study attempted to determine the attitudes of graduates toward the adequacy of preparation of particular Master of Arts in the Teaching of English programs. Also, the study explored the possibility of a correlation between the emphases of MATE programs and the subsequent teaching behavior of its graduates.

METHOD: Graduates of the Master of Arts in the Teaching of English programs of Northwestern University and the University of Chicago participated in this study. A questionnaire was designed to obtain the graduates' attitudes and opinions of the adequacy of their programs, and teaching sessions were tape recorded and analyzed for teaching behaviors unique to a given MATE program. All teaching sessions involved the same poem, and graduates were asked to submit with the tapes the lesson plans they had prepared for teaching the poem.

RESULTS: The graduates of both MATE programs found their preparation for teaching to be adequate. No significant differences in teaching behavior were found.

CONCLUSIONS: Because of the small number of students who were involved, and because of the fact that only one discrete teaching session was held, the hypotheses of this study were not fully tested.

Further research should be made in this area, with far more graduates involved, with more teaching sessions held and with better means of observation and evaluation conducted. Differences in behavior may well be exhibited in educational situations other than teaching. Such areas as relationships with other teachers and with administrators, long-term commitments to teaching, and abilities to develop curriculum should perhaps be explored. Differences in the affective behavior of graduates should also be examined by a study with appropriate means of measurement. Measurement criteria might include the ways in which graduates talk about teaching, and their attitudes toward and responses to students and the school environment.

i. (1) ILLINOIS TESTS IN THE TEACHING OF HIGH SCHOOL ENGLISH

(ISCPET SUBCONTRACT NUMBERS SS-19-16-65 and SS-18-19-67)

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PURPOSE: This study was intended to develop, administer, evaluate, and revise examinations to measure effectively the knowledge and skills needed by prospective teachers in the English language, written composition, literature, and methods of teaching English.

METHOD: The first step in the study was determination of basic content to be covered in the four examinations. The investigators accomplished this by studying published proceedings of the Conference on English Education and numerous other books and articles. Their most significant source was "Qualifications of Secondary School Teachers of English: A Preliminary Statement," developed in 1964-65 by ISCPET institutional representatives.

After experimenting with various test and item formats, the researchers decided to develop test booklets containing modified multiple-choice items. With the assistance of selected item writers in English and English Education, they developed a pool of items for each test. At three conferences in Chicago, held several months apart, a distinguished panel of high school teachers, specialists in English and English Education, and a specialist in testing developed a preliminary draft of each of the four tests.

During the times between conferences, the researchers refined test items, wrote new ones as needed, and sent drafts for further reactions from conference participants and others. They also developed an experimental analysis of all tests by the Illinois Office of Instructional Resources. Further, in order to establish content validity, they sent experimental editions to fifty-eight recognized national experts in English and the teaching of secondary school English, soliciting their careful reading of the test or tests in their fields of special competence; fifty of the fifty-eight replied with extensive written suggestions. The researchers then incorporated all suggestions that they considered appropriate and worthwhile.

After field testing, which took place in twelve ISCPET institutions and at East Tennessee State University, a computerized item-analysis program was applied to the responses, which were made by prospective high school English teachers in the last half of their senior year. This computerized program scored the tests and produced item information and test-score statistics for each test. Included in the item analysis were statistics on the number of students attempting each item, the proportion passing each item, the biserial correlation of the total test score with the item score, and the point-biserial correlation of the total test score with the item score. The test statistics also included means and standard deviations of the raw scores and indices of skewness and kurtosis. Test reliabilities were determined by Kuder-Richardson formulas 14, 20, and 21. Standard errors were provided. Frequency distributions and histograms of obtained test scores were given, with the distributions collapsed into 25 class intervals.

Taking each test item in turn, the researchers then revised it in view of the experts' opinions and the statistical information. Extremely easy or extremely difficult items were omitted. In a few instances additional test items were developed.

RESULTS: The composition test merits special mention. Unlike the other tests, it was designed to classify teachers in relation to X-ness or Y-ness. An X teacher tends to emphasize the structure of discourse and the rhetorical characteristics; his basic theory is that a student learns to write by being taught the characteristics of good writing and then practicing until he achieves these in his own writing. The Y teacher, in contrast, emphasizes the process of composing, believes that writing is "learned" rather than "taught" and that a student's power over language grows as he has meaningful experiences communicating his ideas to others; he emphasizes invention and spends relatively little time on paragraph structure and rhetorical concepts; he encourages students to read and respond to each other's papers.

A fascinating finding appeared in the test results in this connection: prospective teachers who were identified by this test as "Y" scored significantly higher in tests on language and methods of teaching English; they also scored higher, but not significantly so, on the literature test. In other words, there appears to be a considerable degree of correlation between Y-ness and high scores in English language, methods of teaching, and literature. A replication of this part of the study, and an attempt to discover the reasons for the correlation if it is confirmed, would appear to be worth while.

The researchers hope later to develop and publish, after appropriate national field testing and standardization, two or more equated forms of each of the four tests.

CONCLUSIONS: The most conservative of the Kuder-Richardson formulas (21) revealed fairly high estimates of reliability for tests A, C, and D (on language, literature, and methods of teaching English); hence the researchers concluded that these tests showed up at least fairly well in field testing. Test B (on composition) is of a different sort, and is of special interest for reasons given under "results." The majority of national experts who critiqued one or more of the tests spoke favorably about them. In general, suggestions from these experts coincided amazingly well with strengths and weaknesses revealed in the statistical data. Because of both the subjective and statistical evaluations, the researchers conclude that these tests are potentially useful to the profession.

Tests like those produced in this study could help to form a basis for assessing the preparedness of beginning teachers of English; such tests could help also to form a basis or index for assessing the preparedness of prospective teachers across the nation. The tests might also be used with experienced teachers of English, and the results employed as a guide to in-service education.

i. (2) THE COMPETENCY OF ILLINOIS SECONDARY SCHOOL ENGLISH TEACHERS IN EDUCATIONAL MEASUREMENT AND EVALUATION

(ISCPET SUBCONTRACT NUMBER SS-19-32-66)

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PURPOSE: This study was designed to determine the level of competency in educational measurement and evaluation possessed by experienced Illinois secondary school English teachers (grades 7-12) and to attempt to determine, on the basis of experienced English teachers' judgments, the level of competency desirable in beginning secondary school English teachers with a bachelor's degree.

METHOD: In order to achieve the first primary objective of this study, the investigators constructed "Questionnaire on Educational Measurement in English," which was designed to obtain the following kinds of information from the teachers participating in the study: highest degree held, years of experience, teaching levels, class loads, course work taken in educational measurement and evaluation and in educational psychology, types of tests constructed and administered in their classrooms, use of test results, frequency of testing in their classrooms, other types of evaluative measurements used, and degree of familiarity with well-known standardized tests in English and with standard textbooks and other publications on educational measurement and evaluation.

To obtain the information necessary for achieving the second objective, the investigators borrowed from Professor Samuel T. Mayo of Loyola University, Chicago, his "Checklist of Measurement Competencies," which he had prepared for use in Cooperative Research Project # 5-0807. This instrument was designed and used by Professor Mayo to find out the degrees of importance that experienced educators (elementary and high school teachers; school principals and superintendents; college teachers of measurement; measurement specialists in local, state, and private agencies; and guidance workers) attach to 70 specific measurement competencies proposed as desirable for beginning teachers to possess. As a part of the present study, the Checklist was used for the same purpose but with experienced English teachers only. The major categories of competencies included are Standardized Tests, Construction and Evaluation of Standardized Tests, Uses of Measurement and Evaluation, and Statistical Concepts. The Checklist asked the respondents to rate the importance of these 70 statements on a scale of "Is Essential," "Is Desirable," "Is of Little Importance," or "Do Not Understand Statement."

By a random-sampling process of the then-current membership list of the Illinois Association of Teachers of English, 500 teachers of English in Illinois public and parochial secondary schools were selected to participate in this study. The two survey instruments, along with a letter inviting participation, were mailed to the teachers on October 3, 1966.

RESULTS: The Questionnaire and Checklist were completed by 263 teachers in the sample, a percentage of 52.60.

The majority of the teachers (40.68%) have taught ten years or less, and over half of the respondents (55.89%) hold the master's degree. One hundred forty-three teachers (54.37%) reported that they have had some course work in educational measurement and evaluation, including the construction and use of tests. Almost as many teachers indicated that they have not had such course work. One hundred sixty-eight of the responding teachers (63.89%) believe that their present knowledge is sufficient for their needs as English teachers. However, a percentage of 36.11 feel that their knowledge in this area is inadequate.

By far the majority of the respondents (69.58%) believe that a prospective secondary school English teacher should have as a portion of his undergraduate preparation substantial training in educational measurement and evaluation.

Responding English teachers indicated that they construct and use most often essay and short-answer examinations. Multiple-choice and completion tests are sometimes used; true-false and matching tests are the least often used. The respondents reported that the "theme" is the most frequently used means of measurement, with "cumulative writing folders" and "informal diagnostic questioning" also being used rather frequently. Written or oral quizzes are most often given on a weekly basis in the English classroom. All teachers completing the questionnaire reported that they discuss the results of their tests with their students.

Almost half of the responding teachers (42.21%) reported that a standardized English test is administered in their schools on a regular basis. Generally, it is the guidance counselor who selects the tests, but it is the individual teachers who administer them. Interpretation of the results is a shared responsibility of teachers and the guidance counselor.

The standardized test used most often by English teachers in this study is the Center-Durost Literature Acquaintance Test. The tests ranking second and third in terms of use are, respectively, the Durost-Center Word Mastery Test: Evaluation and Adjustment Series, and the Cooperative Literary Comprehension and Appreciation Test.

The standard textbook on educational measurement and evaluation reported as having been read and used by the largest number of teachers (204) is Herschel T. Manuel's Elementary Statistics for Teachers.

On the Checklist, Construction and Evaluation of Classroom Tests is the major category considered most important by the respondents in its relationship to the teaching of English and in its potential significance to beginning high school English teachers. Of the teachers responding, 29.65 percent considered this category "Essential," and 67.68 percent rated it "Desirable." The second most important category is that of Standardized Tests, with 19.39 percent of the teachers rating it "Essential" and 76.04 percent rating it "Desirable." Of almost equal ranking for the second most important category is Uses of Measurement and Evaluation; here, 18.63 percent of the teachers rate it "Essential" and 73.00 percent, "Desirable."

Almost half of the teachers responding (47.52%) consider the category Statistical Concepts of "Little Importance" to the teaching of English. Yet, 38.78 percent of the respondents consider 13 of the 34 items which make up this category as "Desirable," and 11.40 percent of the teachers checked the "Do Not Understand" rating for four of the statements in this category.

CONCLUSIONS: A statistically significant correlation was obtained for the number of courses in educational measurement and the sub- and overall mean ratings of the statements in the Checklist. No other independent variable held a significant correlation with the ratings, but one correlation involving only the respondents who had taken courses beyond their highest degrees indicates that these courses probably included educational measurement.

The findings of this study further indicate that a substantial amount of training in educational measurement, beyond what is presently given in most programs for preparing secondary school English teachers, would be very valuable to prospective secondary school English teachers. This is based on the judgments of the experienced English teachers in this study, as well as on the correlations which indicate that, if teachers are to possess the educational measurement concepts, abilities, and behaviors which they themselves consider important, then increased study of educational measurement and evaluation per se should be included in programs for preparing English teachers.

F. The Inventory of ISCPET Activities and Impact

The following tabulation is based upon the reports on the ISCPET Impact Inventory filled in by eighteen of the participating institutions.

	No. of Institutions Reporting Each Change	Total Instances of Each Change (when appropriate)
1. Major curricular reforms in English Education program	15	
a. Complete overhaul of program	3	
b. English courses added or newly required	14	
c. Other English changes	12	
d. Changes in minor	4	
e. Changes in methods course(s)	6	
f. Changes in Education emphasis	1	
g. Higher grade point required	1	
h. Foreign language requirement added	1	
i. Reorganization of professional semester	1	
j. MAT program revised or planned	2	
k. New Ph.D. program instituted	3	
2. Substantive changes in English offerings for teachers	18	
a. English courses added or newly required	14	c.54
b. More English hours required	1	
c. Courses reorganized	9	
d. Courses dropped	2	c.9
e. Changes in elective policy	5	
f. Changes in course level	1	
g. Changes in graduate offerings or requirements	8	
h. Miscellaneous changes	2	

3. Substantive changes in Education offerings for teachers	9	
a. Education courses added or newly required	1	
b. Courses dropped or no longer required	1	
c. Specialized methods course or section added	3	
d. Methods course revised	3	
e. Other course reorganization	3	
f. Counseling procedures changed	1	
g. Changes in relevant graduate offerings and requirements	2	
h. Joint staffing developed	3	
4. Courses now offered cooperatively by English and Education	10	
5. Changes in required courses outside English and Education	3	
a. Speech	1	
b. Foreign language	1	
c. Social science	2	
6. Institution influenced by data from Forms A-F	10	
7. Institution influenced by data from NTE	6	
8. Articles published related to ISCPET	5	7
9. Speeches given related to ISCPET	8	c.31
10. Work as consultant, etc., related to ISCPET	2	c.7
11. ISCPET-related materials produced for use by the profession	18	c.65
12. ISCPET-related master's or doctoral dissertations	9	14
13. Conferences held because of ISCPET	6	17
14. Other relevant conferences held	4	8
15. Conferences and conventions attended because of ISCPET	13	c.76

16. New or proposed projects, teaching approaches, or strategies resulting from ISCPET	14	
17. Changes in faculty attitudes toward English or English Education	17	
18. English institutes, fellowship programs, workshops, etc., conducted since inception of ISCPET	9	28
19. Faculty additions or significant personnel shifts attributable at least partly to ISCPET	14	c.18
20. Professional activities or honors accruing to IR's as a result of ISCPET	6	7

Collectively, these data speak impressively of the impact of ISCPET upon the reporting institutions. Even though some of the changes would no doubt have occurred without the stimulus of ISCPET, it is improbable that most of them would, and that, in fact, is what respondents say repeatedly.

Specific attention should be directed to some of the figures given above. It is noteworthy that fifteen of the institutions refer to major curricular reforms in their English Education programs, including three complete overhauls.

Of the changes in English, detailed responses reveal, the greatest innovations are in language and composition. Courses in advanced composition are being increasingly required in the reporting institutions, and courses in grammar, linguistics, history of the language, and semantics are frequently mentioned. Changes in literature are varied and follow no particular pattern.

Education course changes are less frequent, probably because the state of Illinois has specific requirements that must ordinarily be rather strictly followed. One institution (Northwestern), however, is conducting some radical experimentation in which ISCPET's role is only minor. One significant change reported by three of the smaller institutions is the inception of special English methods courses or sections of courses; these institutions previously offered only general methods.

The increased cooperation of English and Education departments is reflected in the fact that ten of the institutions now report courses offered cooperatively by the two departments.

Few changes in requirements other than English and Education are reported, although several respondents report that they are considering adding oral interpretation as a requirement because of the impressive Monmouth study. One institution that previously did not require foreign language of its prospective English teachers now does so.

In addition to the ten institutions that reported internal changes because of data secured from Forms A-F and the National Teacher Examination, several others stated that they plan to scrutinize the data and consider what changes are indicated.

Items 9 through 15 plus Item 18 in the tabulation reveal indirectly some of the ways in which Institutional Representatives and their colleagues spread ISCPET information beyond their own walls. A total of over one hundred articles and other printed materials, speeches, and consultantships are listed. Fourteen dissertations are reported as ISCPET-related or ISCPET-influenced, and twenty-five relevant conferences were held in these colleges. Representatives attended about seventy-six conferences and conventions because of ISCPET. Nine institutions also report conducting twenty-eight English institutes, fellowship programs, workshops, etc., since the inception of ISCPET, although not all of these are attributable to the work of the Center.

Internally, fourteen colleges list new or proposed projects, teaching approaches, or strategies resulting from ISCPET. Seventeen say that faculty attitudes toward English and English Education have changed. Fourteen say that faculty additions or significant personnel shifts are attributable at least in part to ISCPET, and six institutions report that Institutional Representatives have received special recognition as a result of their ISCPET work--e.g., membership on national committees.

Representative quotations from some of the respondents cannot be tabulated, but are no less revealing, especially concerning attitudes. Here are a few:

a. "______ University has moved closer to the concept of 'English Education' rather than of 'English' and 'Education' because of ISCPET."

b. "I feel that a state-wide organization of this type contributes support and respect to an individual concerned about English Education within a particular institution."

c. "Members of the English and Education departments at ________ College have never been hostile even though there has never been any particular liaison in planning the program before ISCPET years. Now, however, on the occasion of any item at all relevant to English Education, members of both English and Education are anxious to share and associate with colleagues in the other department."

d. "In the past, the faculty tended to scorn the English Education aspect of the undergraduate program. Now, there is a healthier attitude. This is borne out by the facts that there is now a special curriculum devised for English Education majors, that two English Education specialists have been added to refine and direct the teacher training phase of the English program, and that the MAT in English Education is now being studied."

e. "As an [Education] institutional representative to ISCPET, I have become more cognizant of the problems faced by English departments in preparing English teachers. Having had some preparation in English myself, but teaching in the Education Department, I have always viewed English teacher preparation programs as traditional and far removed from the problems English teachers face in their classrooms.

> I now know that this is not true at least for those institutions participating in ISCPET. My confidence in the English teacher preparation programs has thus increased."

What of the future impact of ISCPET upon the participating institutions? One can only guess, of course. It seems evident, though, that for years to come the English teachers prepared in these colleges and universities will be offered richer programs than would otherwise be likely. In particular, they will be given better-balanced English offerings than they have been in the past. And the fact that in most of these schools the representatives of English and of Education will work together rather than at cross purposes cannot fail to redound to the benefit of future teachers. In addition, several of the institutions have increased their awareness of in-service needs and are likely to take more active and imaginative roles in institutes, workshops, extension courses, conferences, and other means for in-service education.

G. National Impact

Although it is not possible to make any sort of national tabulation to show the far-flung influence of ISCPET, a number of pieces of evidence may be submitted.

1. ISCPET's preliminary statement of qualifications of secondary school English teachers (Appendix A) was published in the November, 1965, *College English* and thereby reached a potential readership of some twenty thousand. In addition, about thirty thousand copies of reprints of the statement have been sent out on request. They have been used in college faculty meetings, in institutes for teachers, in in-service programs, in state departments of public instruction, and in other places. The wide use of this document has contributed immeasurably to a national conversation on preparation of English teachers.

2. The work of ISCPET has been a center of attention at three national meetings of the Conference on English Education, a group that comprises hundreds of persons responsible for English Education programs in the nation's colleges and universities. The ISCPET findings and recommendations have thus been brought to the attention of those persons in positions which make it possible to effect improvement in existing programs. Further, since the CEE also includes English supervisors, the recommendations have influenced supervisors' thinking about needed in-service programs, institutes, and the like.

3. In addition to the CEE, the work of ISCPET has been called to the attention of other organizations through their publications and conventions. A special ISCPET program is planned for the 1969 convention of the National Council of Teachers of English. Other organizations reached by ISCPET Representatives include the Modern Language Association of America, the International Reading Association, the Speech Association of America, the Associated Organizations for Teacher Education, and a considerable number of state groups. Through English ERIC and *Research in Education*, ISCPET's special studies reports and other publications have been given further dissemination.

4. *What Every English Teacher Should Know*, a popularized book written in an informal style, will be published by the NCTE and is expected to be used by many young prospective English teachers as a guide to their preparation, as well as by those responsible for preparatory programs. *Oral Interpretation and the Teaching*

of English, one of the publications which grew out of the Monmouth study of oral interpretation in the English program will also be published by the NCTE. The ISCPET Executive Committee also approved for wide dissemination thirteen of ISCPET's special studies reports plus this final report. Enough copies of those have been offset printed by the University of Illinois Press to supply all members of CEE and others on the ISCPET mailing list. Two other ISCPET publications that were also given wide dissemination were *Issues in the Preparation of Teachers of English* and *Current Research in English Teacher Preparation: A First Report*. Thus some forty to fifty thousand copies of those significant publications make their way into the hands of those who may find them most useful.

5. ISCPET has constructed and field-tested four examinations designed to measure prospective teachers' competencies and attitudes in the English language, composition, literature, and methodology. Consultants who have contributed to this project represent Illinois, Iowa, Michigan, Kentucky, Indiana, Tennessee, Missouri, and New York. Negotiations are going forward for national standardization and commercial publication, perhaps with alternate forms. Thus these tests, useful for diagnosis as well as evaluation, may be made available to the more than one thousand colleges and universities that prepare teachers of secondary English.

6. ISCPET's Forms A-F, for subjective evaluation of prospective teachers and in-service teachers, have been mailed upon request to interested persons throughout the country. Anyone who wishes may duplicate these forms for use in his own situation. Within ISCPET institutions they have shown value as guides to curricular reform.

7. Least measurable of the results have been changes in curriculum and changes in attitudes in colleges and universities throughout the country. Though no statistical tabulation has been attempted, conversations and correspondence reveal that large numbers of institutions are making sizable (sometimes drastic) revisions in their preparatory programs for teachers of English. Especially noteworthy is the increase in offerings and requirements in advanced composition and in study of the English language; if the statistics in the 1961 publication *The National Interest and the Teaching of English* were to be updated, it appears that the status of teacher-preparatory programs in these areas would not be quite so bleak. In addition, changes of other kinds are occurring, though less systematically: in the preparation of teachers for teaching reading in secondary schools; in addition of courses in world literature, literature of minority groups, literature written especially for adolescents, literary criticism, speech, and oral interpretation of literature; and in countless revisions of existing courses in English Education and allied fields.

8. ISCPET's insistence that professors of English and Education must work together for curricular reform has provided a lesson that many institutions are taking to heart. This philosophy, extending to other academic disciplines as well as English, is vital to the TTT program (Teaching the Teacher of Teachers) in the Educational Professions Development Act of the USOE.

9. The impact of the work of ISCPET appears likely to touch eventually almost every English teacher preparatory program in the nation as well as many in-service programs. Thus it may be expected to influence the preparation of ten to twenty or more thousands of English teachers each year, and to influence their teaching of the millions of young people in the secondary schools.

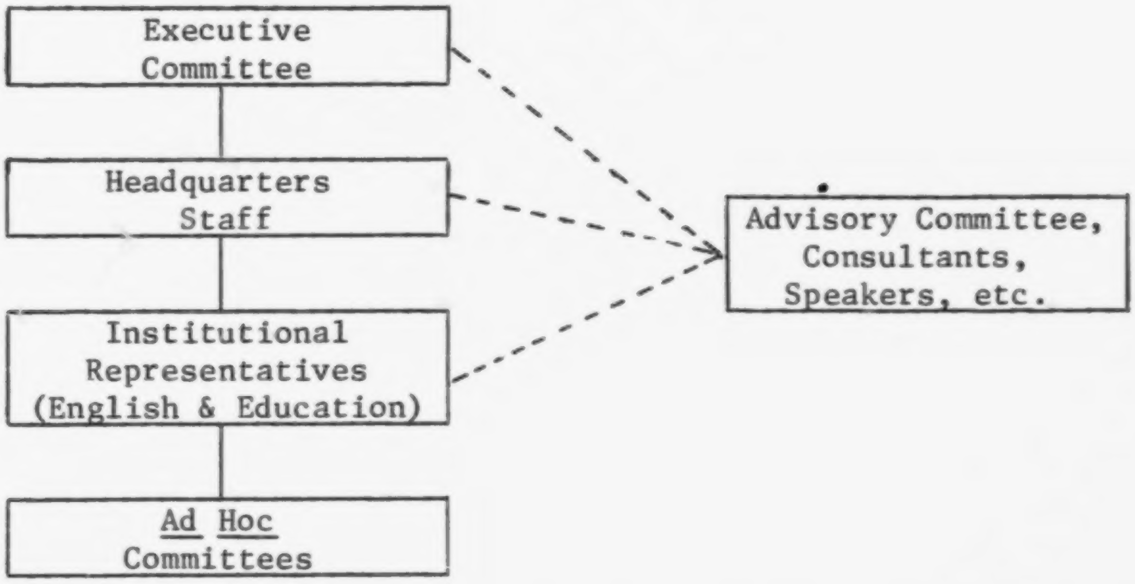
10. Some international impact is also discernible, although ISCPET has not attempted in any way to exploit that possibility. Inquiries about ISCPET's work have come from a number of foreign countries, especially Canada, and visitors to the Headquarters office have included people from Australia, Israel, Great Britain and Japan.

V

CONCLUSIONS AND IMPLICATIONS

A. ISCPET's Structure and Way of Working

The structure of ISCPET in relation to each institution may be visualized as follows:


Executive Committee
Headquarters Staff
Institutional Representatives (English & Education)
Ad Hoc Committees
Advisory Committee, Consultants, Speakers, etc.

Multiply the two lowest boxes by twenty, and connect the twenty IR boxes with broken lines, and a fairly complete picture of ISCPET's structure emerges. It is a simple structure, with relatively few pieces of machinery which could possibly malfunction. It was established for a special purpose, and served that purpose well. Perhaps it could be adapted to other cooperative projects in which a number of colleges and universities agreed to work together.

One conclusion demonstrated by the institutions organized in this way is that representatives of diverse kinds of colleges and universities *can* work together for a common purpose. Moreover, the potential contribution of a small college is as great as that of a giant university: some of the best ISCPET special studies were made at small colleges. At the semiannual meetings, the size and prestige of an institution bore no relation to the seriousness of attention given its Representatives.

Further, the very diversity of the institutions was itself a value. Representatives learned a great deal about the internal operations of institutions quite different from their own. Those from large universities often regretted the red tape that makes curricular change difficult: as many as nine different levels of approval are sometimes required for a relatively moderate modification. Representatives from small colleges rejoiced in the relative ease of curricular modification that they enjoyed, but they were sometimes unhappy because their student populations are so small as to make controlled experimentation difficult.

ISCPET's structure built in cooperation between English and Education. Each institution was asked to designate one Representative from each of the two departments, and the ad hoc committee was composed of persons from both sides of a tall fence that should be only a low one. The kind of impact that such cooperation has had is suggested by one English department Representative from a small college:

> The training of teachers was generally looked down upon by members of the English department. They had very little knowledge of what was involved in high school teaching, what debates were going on in English Education, and what problems their students would face as they began their teaching careers. This situation has changed markedly for the better, though there is still room for considerable improvement. My own feeling is that without ISCPET involvement, no such change would have occurred. We now have one member of the English department actively concerned with teacher training. This is completely the result of his work with ISCPET. My guess is that ISCPET influence will continue to be felt here for many years, and that faculty concern for and knowledge about teacher training will continue to grow.

The obvious implication is that academic departments and departments of education learn to cooperate by cooperating. Such cooperation was less hearty in some institutions than in others, obviously, and sometimes it existed long before ISCPET. Nevertheless, gains were steadily visible during the five years of the project.

B. Institutional Self-Studies as Evaluated by the Inventory of ISCPET Activities and Impact

The responsibility of each ad hoc committee was to study the institution's English Education program and to try to effect desirable changes. In a few institutions, such a committee already existed, but in others no interdisciplinary group had ever taken a long, hard look at this feature of the total program.

The results of each committee's work depended upon how seriously it took its responsibility. Some committees met frequently and followed through on their discussions. Others met only occasionally and accomplished little. Still others met only occasionally and accomplished much. Of course, results are not necessarily directly proportionate to time spent.

In the ISCPET Impact Inventory section of Chapter IV, the tabulation summarizes the course changes, etc., that may be attributed in large part to ISCPET. Perhaps the most significant fact revealed there is that fifteen ISCPET institutions claimed major curricular reforms in their English Education programs. The ad hoc committees conducted the studies and made the recommendations upon which those changes were based, as well as many of the minor modifications.

A further value of the ad hoc committees lies in the future. Each of the cooperating institutions now has a group of persons interested in and informed about English Education. Further discussion and possible improvements are likely to result.

C. Uses of ISCPET's Illinois Teacher Rating Scales, Forms A-F

Forms A-F have demonstrated their usefulness first as subjective measurements of individual teachers. Given a tabulation of his own ratings of himself on Form A, possibly supplemented by the (usually higher) ratings of his cooperating teacher and college supervisor on Forms B and C, a neophyte teacher may discover the areas in which he needs additional independent study or postgraduate work. Similarly an experienced teacher, through use of Form D, can rate himself, and if he has access to Form E or F ratings by his principal or his department head, can gain additional information to guide him in further study.

Of no less significance is the use of these forms in assisting institutions in finding the strong and weak areas of their preparatory programs. Use as an example some actual figures from an ISCPET institution which shall be called X University. Here is the composite IBM tabulation of responses to Form A, filled in by seniors after student teaching in 1967-68:

	Superior 1.0--1.5	Good 1.6--2.5	Average 2.6--3.5	Minimal 3.6--4.5	Subminimal 4.6-5.0
Entire Rating Scale	.0530	.7803	.1590	.0075	.0000
Personal Qualifications	.4318	.5075	.0530	.0000	.0075
Knowledge of Language	.0757	.5000	.3712	.0530	.0000
Knowledge and Skill in Written Composition	.1590	.6590	.1742	.0075	.0000
Knowledge and Skill in Literature	.0530	.5909	.3333	.0227	.0000
Knowledge and Skill in Oral Communication	.3863	.4696	.1287	.0151	.0000
Knowledge and Skill in Teaching English	.1363	.6212	.2272	.0151	.0000

X U personnel in English and Education studied this summary. They simplified it by observing the percentages of students who rated themselves "Superior" or "Good" in each category. They did the same thing with results from Forms B, C, D, E, and F, and came out with this summary of a summary:

	Percent of "Superior--Good"					
Forms	A	B	C	D	E	F
Knowledge of Language	58	62	55	43	67	60
Knowledge and Skill in Written Composition	81	81	75	47	61	60
Knowledge and Skill in Literature	64	78	71	43	72	67
Knowledge and Skill in Oral Communication	85	80	75	76	68	87
Knowledge and Skill in Teaching English	75	77	64	33	56	67

Scrutiny of this tabulation produced some interesting conclusions. The most obvious was that seniors and recent graduates consistently rated relatively low in Knowledge of Language. Secondly, in Knowledge and Skill in Written Composition, the seniors rated dramatically higher than the graduates of a year before--a fact possibly explainable by a rather recent change in the composition requirement. The scores on Knowledge and Skill in Literature were puzzling: the self-raters (Forms A and D) marked themselves lower than others marked them. The scores on Knowledge and Skill in Oral Communication were very high. In the final category, Knowledge and Skill in Teaching English, X U personnel were bothered by the fact that teachers with one year of experience rated so much lower than seniors; perhaps what they had learned about teaching did not stand up well in actual experience.

To answer questions raised by the summary, the X U people turned to item analysis, concentrating first on Knowledge of Language to see more specifically where the weaknesses lay. The raw IBM tabulation came in this rather forbidding form:

Criteria Item No.	Superior	Good	Average	Minimal	Subminimal	Not Observed
8	.0909	.4318	.4242	.0530	.0000	.0000
9	.2045	.4393	.2575	.0757	.0227	.0000
10	.1060	.3787	.3787	.1363	.0000	.0000
11	.0454	.2803	.4166	.2121	.0454	.0000

They also looked at the comparable figures from Forms B, C, D, E, and F, and prepared this rough percentage summary of superior--good responses to particular items:

	Percent of "Superior--Good"					
Forms	A	B	C	D	E	F
8. Knowledge of how language functions, including knowledge of the principles of semantics	52	60	54	33	N.O.*	60
9. Knowledge of at least two systems of English grammar	64	42	30	48	N.O.*	53
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both	48	51	48	48	N.O.*	40
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes	33	37	34	14	N.O.*	46

*Principals were not asked to respond to this item.

Obviously the whole language program lacked strength, but its greatest weakness was in history of the English language. Beginning teachers especially felt this lack. Members of the English Department began consideration of how such a course might best be organized to meet the needs of prospective or in-service teachers (as well as possibly other students), and decided to explore the question of whether some work in dialectology might be incorporated in the course. (Later this course was actually added.)

The X U people also looked at data in other categories, especially Knowledge and Skill in Teaching English, and attempted to find additional ways of strengthening their program.

This rather detailed example has been provided to show how systematic use of data from Forms A-F may enable an institution to survey the pay-off results of its English Education program and to make changes that seem indicated. What has worked well for ISCPET institutions should work equally well for others.

D. The NTE English Language and Literature Test

The English Language and Literature Test of the National Teacher Examinations proved of slight value in ISCPET's study, even though ISCPET institutions were on the average making somewhat higher scores at the end of the project (for actual figures, see Chapter IV, Section D). The chief reason for the lack of usefulness was the fact that the test is too short to permit item analysis. Since the test answer sheets are graded by Educational Testing Service, an institution cannot itself determine the kinds of items that give its students most trouble, and therefore cannot use the results for improvement of its teacher-preparatory program.

E. The Special Studies

A somewhat serendipitous achievement of the special studies as a whole was the demonstration of the usefulness of "farming out" individual pieces of research which could each be fed into a larger project. Much educational research consists of unrelated snippets, is determined by the particular interests of individuals, and bears only coincidental relationship to a major problem. Valuable though such research sometimes is, the snippets often do not add up to a coordinated whole. In contrast, the ISCPET method of coordinating a considerable number of pieces of research, all relevant to a single large problem, provided an opportunity for cooperative endeavors that in their totality resulted in a fairly unified and substantial contribution.

The following conclusions and implications may be drawn from various ISCPET special studies. For more details about each of the studies, see the summaries in Chapter IV, Section E.

1. Status Studies of English Teacher Preparation in Illinois

a. A survey of Illinois teachers of English in grades 7, 8, and 9 reveals their belief that they have been inadequately prepared in teaching composition, reading, literature for adolescents, grammar, the history of the English language, and related work in linguistics. The survey also shows the need for more supervisory assistance, more participation in professional associations, and more in-service programs. (Illinois State University, SS-7-15-65.)

b. A survey of Illinois teachers of English in grades 10, 11, and 12 reveals their belief that their greatest needs are in grammar, the English language, and composition. The respondents reported that often courses in these areas were not available in their colleges or did not contain material applicable to high school teaching. (Bradley University, IC-2-3-66.)

2. Preparation for Teaching the English Language

a. Recordings of standard English are useful in acquainting teachers with the variations in standard dialect observable in the United States. (Illinois Institute of Technology, SS-12-20-68.)

b. Although many teachers who have had a course in modern linguistics still prefer traditional grammar, teachers who have had such a course feel more competent to deal with questions of language, composition, and the teaching of English in general than do teachers without such preparation. (Roosevelt University, SS-16-7-65.)

c. A one-to-four-week unit in dialectology may be offered as part of another college language course, even by a non-specialist, through the use of relatively non-technical material now available. (Illinois Institute of Technology, SS-12-32-67.)

d. Near unanimity exists in the minds of English department chairmen and linguists that nationally the language preparation of secondary school teachers of English is grossly inadequate, but the nature of the remedy is still being debated. It is fairly generally agreed that no less than three courses in language are essential; perhaps these should consist of historical study, linguistic theory, and study of modern English grammars. (Illinois Wesleyan University, SS-8-25-67.)

e. College English majors, and to a smaller extent the cooperating teachers in the schools, display a much more conservative or even puristic attitude toward usage than do professional linguists. Their lack of depth in understanding the English language and the ways that it functions should be corrected by college English language courses, to bring teachers closer to the views of language specialists. (Southern Illinois University, SS-21-12-66.)

3. Preparation of Teachers of Written Composition

a. Two courses in college composition are not enough to make good writers of prospective teachers. An experiment in which one of the two courses was postponed from the freshman to the junior year showed no statistically significant differences, although the juniors did do somewhat better work. (Bradley University, SS-2-21-66.) (See also Bradley University, SS-2-20-66.)

b. A special course in advanced composition is helpful in raising the writing levels of students with relatively low grade-point averages to the levels attained by those with slightly higher averages. Two instruments for measurement have been developed: Examination in English Composition for Secondary School English Teachers and Scale for Rating Teaching of English Composition. (DePaul University, SS-3-2-65.) (See also University of Illinois and Southern Illinois University, SS-19-16-65 and SS-18-19-67.)

4. Preparation of Teachers in Literature and Reading

a. A course in literary criticism provides better understanding of critical theory than does independent reading of works of criticism or other courses in literature. Such a course is more useful in building understanding of theoretical positions toward literature than in producing a critical lexicon. (University of Illinois, SS-19-21-67.)

b. Teachers who have taken courses in "The Classical Epic" and "The Classic Theater" report that those courses have been useful to them in their high school teaching. They did not, however, score significantly higher on the Graduate Record Examination. (Loyola University, SS-10-30-66.)

c. The question of whether a genre approach or a historical approach in literature courses is more effective in preparation of secondary school English teachers warrants further study; a preliminary study, in one institution, was inconclusive. (North Central College, SS-13-5-65.)

d. A comparative (inter-institutional) study of the relative effectiveness of historical period, survey, major author, and genre arrangements of literature courses revealed a slight but not conclusive superiority for the genre arrangement. Additional research is recommended. (North Central College, SS-13-11-66.)

e. Prospective English teachers should be required to take a course in the teaching of reading on the secondary level. Colleges should also lend support to in-service work on reading so that English teachers who lack this training may become better able to improve the reading of students in their English classes (as distinct from separate classes in reading). (St. Xavier College, SS-17-15-69.)

5. Preparation of Teachers in Oral English

a. Secondary school English teachers, professors of English, and professors of speech agree that study of oral interpretation of literature possesses great value for the teacher of English, and that the teacher who has no such preparation is greatly handicapped. (Monmouth College, SS-11-26-67.)

b. A course in oral interpretation of literature, based on a syllabus prepared by experts in English and Speech, gives promise of better preparing prospective teachers for a phase of their work that is often neglected. (Monmouth College, SS-11-18-68.)

c. Although short units in speech and in the art of questioning, when incorporated in a seminar on teaching English, may produce no statistically significant results, subjective evaluation reveals that such units may improve the teacher's classroom performance in speech and in the framing of thoughtful, intelligent questions. (Loyola University, SS-10-29-66.)

6. Preparation of Teachers of Slow Learners

It is desirable for teachers of slow learners to have preparation in adolescent and social psychology, educational psychology, guidance, sociology and anthropology, the English language, speech, literature for adolescents, composition, use of audio-visual aids, and principles of evaluation and measurements. (Olivet Nazarene College, SS-15-28-66.)

7. Methods Courses and Supervision

a. The term "student teacher" is more widely used than "practice teacher," "cadet teacher," etc. The term "cooperating teacher" is somewhat more widely used than "supervising teacher," "critic teacher," or "master teacher." Qualifications considered desirable in cooperating teachers include principals' recommendation, demonstrated skill in teaching, an English major, ability to work with novice teachers, and dedication. Qualifications considered desirable in college supervisors include secondary school teaching experience, knowledge of effective ways to teach English, understanding of the learning process, and knowledge of English and English programs. Basic personality traits are especially important in the student teacher. Also important are general mental ability, prior experience with young people, and knowledge of subject matter. (Greenville College, SS-5-18-67.)

b. Videotaping of segments of student teaching, when followed by viewing and discussion, may develop a student teacher's self-awareness of the strengths and weaknesses of his teaching. Technical problems and cost, however, are considerable. (Knox College, SS-9-13-66.)

c. Prospective teachers who as upperclassmen have an opportunity to serve as intern-teachers in college freshman English classes are usually more successful in their student teaching in high school. They ordinarily show gains in poise, flexibility, lesson planning, mastery of the subject, and paper-grading. (Aurora College, SS-1-3-66.)

d. A one-credit-hour English methods course to supplement a general methods course has some value, but the shortness of time prevents its coverage of many essential items. Work as an intern in a college freshman class proved to have more value. But of most value is an advanced composition course that combines methods of teaching and evaluating composition with an intensive study of rhetoric and prose style. (Bradley University, SS-2-20-66.)

e. College seniors whose methods course included work on critical thinking scored higher, but not significantly so, on the Watson-Glaser Critical Thinking Appraisal and the Dressel-Mayhew Test than did other seniors. They wrote papers indicating their belief that study of critical thinking has value in teaching. (Loyola University, SS-10-4-66.)

f. Results of another study with experienced teachers were similar. These teachers commented that their work on critical thinking had made them "more sure of themselves." (Loyola University, SS-10-31-66.)

8. In-Service and Graduate Education of English Teachers

a. Substantial changes in teacher performance may be effected by off-campus in-service courses aimed at specific weaknesses of teachers. (Western Illinois University, SS-20-1-65.)

b. Substantial changes in teacher performance may also be effected by correspondence courses aimed at specific weaknesses of teachers. (Western Illinois University, SS-20-16-69.)

c. Experienced teachers feel a need for improved preparation in these areas: language study and applied linguistics, composition and rhetoric, literary criticism, literature for adolescents, the development of English prose, and methods of teaching reading. (University of Illinois, SS-19-23-68.)

d. A survey of the nation's programs leading to the Master of Arts in the Teaching of English reveals wide variations in such programs and little consistency in purpose, content, duration, flexibility, or organization. (University of Chicago, SS-6-17-67.)

e. A concentrated, brief in-service course in transformational grammar may result in significant amounts of learning. If a few key teachers in a school system take such a course, they may become seminal influences within the system introducing the teachers to this kind of grammar. (Knox College, SS-9-2-67.)

f. Edited videotapes of teachers at work in the classroom are useful in in-service programs as well as in instructional programs for graduate and undergraduate students. Twenty-six such tapes are available from Northwestern University. (Northwestern University, SS-14-19-66.)

g. A comparative study of two different programs leading to the Master of Arts in the Teaching of English revealed only that both types of programs had satisfactory outcomes. Further research is needed in comparing programs of various types. Study is needed of the affective behavior of graduates, their long-term commitments to teaching, their relationships with other teachers and with administrators, and their ability to contribute to curriculum development. (University of Chicago, SS-6-19-68.)

9. Educational Measurement and Evaluation

a. New tests of teachers' knowledge of language, literature, written composition, and methods of teaching English have been developed and may later be standardized. In the field-testing, teachers who were shown by the composition test to favor emphasis upon the process of writing rather than upon rhetorical theory were found to make higher scores on the other three tests. (University of Illinois and Southern Illinois University, SS-19-16-65 and SS-18-19-67.)

b. A survey of experienced English teachers revealed that slightly over half of them had had some instruction in educational measurement and evaluation, and that a substantial majority of them believed that undergraduate work should include some such study, with particular emphasis upon principles of test construction. (University of Illinois, SS-19-32-66.)

VI

RECOMMENDATIONS

The recommendations in this chapter are intended for English Education programs throughout the United States. Those in Part A are general recommendations, based upon the total work of ISCPET. The recommendations in Part B are selected mainly from the special studies. Part C consists of a number of recommendations for future research; this list was compiled largely from suggestions made by Institutional Representatives.

A. General Recommendations

1. The USOE should consider funding, perhaps in various fields, major research projects in which a number of colleges and universities, schools, community agencies, or other groups cooperate in attempting to find solutions to a single large and important problem. The ISCPET structure and method of working provide a useful model for such cooperative endeavor.

2. Each college or university that prepares teachers of secondary school English should have a standing English Education committee, which is assigned the responsibility of periodically scrutinizing the program in English Education and working toward improvements. This committee should consist of representatives of English and Education, and possibly of other appropriate disciplines. Its chairmanship should alternate between English and Education.

3. This standing committee should be intimately familiar with the recommendations of the ISCPET Qualifications Statement (Appendix C) and of the similar guidelines prepared by the MLA-NASDTEC-NCTE English Teacher Preparation Study. Its periodical scrutiny should be based upon these documents and upon relevant later publications.

4. Annually the standing committee, or persons designated by it, should administer ISCPET Forms A-C (Appendix B) to ascertain the opinions of prospective English teachers (just after their student teaching) concerning the adequacy of their preparation, and to obtain corresponding reactions from the cooperating teachers and the college supervisors of these prospective teachers. Annual compilations will reveal areas of strength and weakness, as well as fluctuations caused by shifts in personnel, curriculum, or policies. The results can contribute to strengthening of the preparatory program. (Forms A-F are free of copyright restriction and may be reproduced or adapted by anyone without special permission.)

5. Similarly, an annual compilation should be prepared on the basis of results from administering Forms D-F (Appendix B), or, only on results from D and F if principals' responses prove of little use. Thus an institution may receive opinions from its graduates with one year of teaching experience, and from the department heads of those graduates. These results may also contribute to strengthening the program.

6. When and if the *Illinois Tests in the Teaching of High School English* become available commercially, one form should be administered to prospective English teachers at the end of their sophomore year, and a second form following student teaching. Scores for the two tests should be compared to ascertain areas of greatest and least growth. Also, by comparing test scores with national norms, an institution may evaluate its own program in relation to others throughout the country.

7. Copies of *What Every English Teacher Should Know* (to be published by the NCTE) should be assigned for study by undergraduate students as soon as they declare their intention to become teachers of secondary school English. This small book can serve them as a personal guide in their future courses, and may add to their professional awareness and dedication.

8. Institutions that offer graduate work for teachers should re-examine their policies and their offerings relevant to graduate and in-service work in English Education. This investigation should consider the availability and appropriateness of course offerings, the role of the faculty in in-service education, and possible innovative programs to fulfill the institution's responsibilities.

9. Also, institutions that offer graduate degrees should consider the advisability of a special MAT degree for teachers of English. Such a degree, when it blends English courses, other academic courses, and Education courses effectively, may more greatly increase teachers' competencies than can traditional MA or M ED programs.

10. Those persons within a college or university who are responsible for English Education programs should be members of the Conference on English Education, should read its publications, and should attend its annual meetings.

11. In those states that do not yet have a state Conference on English Education, a preliminary conference of English Education personnel should be convened to create such an organization. Properly led, a state CEE can consider problems peculiar to the state, can develop cooperation among English Education personnel throughout the state, and can do for the state some of the things illustrated by the work of ISCPET.

B. *Specific Recommendations*

The following recommendations are based primarily upon the ISCPET special studies described in earlier chapters. In some instances recommendations from supplementary sources have been incorporated. In addition, Qualifications of Secondary School Teachers of English: A Final Statement (Appendix C) is in itself a summary of recommendations concerning desirable competencies.

1. *The English Language*

Many college departments of English have been derelict in offering English language courses suitable for teachers (as well as for English majors who do not plan to teach). Minimal offerings should consist of history of the English language and modern English grammar. The historical course should pay as much attention to developments after 1400 as to those before 1400, should devote some attention to the English language in America, and should not stress phonology and morphology so much that developments in syntax and lexicon are given short shrift. The grammar course, or courses, should familiarize students with at least two systems of English grammar, one of which should be transformational-generative.

Ideally, work in other aspects of language should also be available: general linguistics, lexicography, principles of usage, semantics, psycholinguistics, sociolinguistics, and especially dialectology. This recommendation does not imply the requirement of a full course in each of these areas; some of the areas can and should be combined.

Instructors in such courses, even though they themselves may have had no secondary school teaching experience, should encourage students to discuss implications for teaching and to work on special papers on projects pertinent to the teaching of language.

2. Written Composition

A year of freshman composition is inadequate preparation for someone who must teach the subject to students of various ages and levels of ability. At least one advanced course should be required, and preferably two--one emphasizing expository writing and one stressing creativity. Such courses are most useful to teachers when they pay some attention not only to rhetorical theory but also to the process of composing and to principles of evaluation. Very useful is knowledge of the work done on the process of composing in the University of Nebraska and the Northwestern University curriculum study centers. Also important is knowledge of the way writing is taught in British schools, as reported, for example, from the Dartmouth Conference.

3. Literature and Reading

A course in the teaching of reading is imperative for a secondary school teacher of English, since he will teach students whose reading abilities vary widely. Such a course should be concerned no less with developmental reading than with remedial reading, for every student can develop his reading ability beyond its present level.

In general, teachers of English are better prepared in literature than in language or composition, partly because they usually take many more courses in literature and enjoy literature more. They are often deficient, though, in the following areas: applied criticism, literary backgrounds (history, mythology, folklore, the Bible), world or comparative literature, and literature written especially for young people. A well-rounded program would reduce these deficiencies.

There is no definitive evidence that one arrangement of courses in literature is markedly superior to another. Period courses, author courses, survey or other historical courses, and genre courses seem to produce about the same results, although one ISCPET study attributes a slight superiority to the genre approach.

4. Oral English

Speech is the basis of writing, and some recent investigations and experiences, such as those in England, suggest that writing skills develop in many persons after they have learned to express themselves rather well orally. Certainly a teacher of English should have had a basic speech course in college, both because of its contribution to his poise and vocal quality and because of its usefulness in teaching principles of organization and effective presentation.

Beyond such a basic speech course, one other is imperative and still others desirable. The imperative is a course (or courses) in oral interpretation of literature, since a class can often be either won over or alienated by how well the teacher reads. Other desirable work, which can if necessary be encompassed in a single well-planned course, includes principles of group discussion, group dynamics, oral reporting, panel discussions, classroom pantomime and dramatizations, choral reading, and listening.

5. English for Slow Learners and Other Special Groups

Those who teach English to slow learners, disadvantaged children, very bright children, and children for whom English is a second language need special preparation. ISCPET did not study preparation desirable in teachers for all these groups. It did, however, study the preparation of teachers of English to slow learners, and recommends that for these teachers programs be planned that include as much as possible of the following: adolescent and social psychology, educational psychology, guidance, sociology and anthropology, the English language, speech, literature for adolescents, composition, audio-visual aids, principles of evaluation and measurement, and a special unit in the methods course.

6. Methods and Supervision

A general methods course has much less value than a special methods course in the teaching of English, partly because methodology appropriate to such courses as industrial education, music, or even history is not necessarily suited to English, and partly because there is little opportunity in a general course to discuss specific materials, curricular patterns, and the like. If an institution prepares even ten or fifteen English teachers a year, it should offer a special methods course; if it prepares fewer than ten, the general methods course should at least be supplemented by a special seminar or part-course. Ideally, departments of Education and English should cooperate in planning and teaching the methods course.

Two frequently omitted ingredients of a methods course are instruction in critical thinking and the uses and availability of audio-visual materials. Both of these should be incorporated somewhere in the total program, if the methods course itself is too crowded.

Videotapes of student teachers in action, as well as micro-teaching, are useful to let the student teacher see and hear himself and discuss his performance with a sympathetic supervisor.

A good supervisor and a good cooperating teacher can be of great help in the development of a prospective teacher. Both should be well informed about the subject matter, should be experienced teachers, and should be knowledgeable about ways to teach English. In other words, they should be chosen with care, not simply because they express willingness to serve.

7. In-Service and Graduate Education

Colleges and universities have a responsibility to the teaching profession even after Commencement Day. The young graduate does not know everything about children, about his subject, or about how to teach his subject to children. Through graduate programs and other kinds of support of in-service education, colleges and universities may bring the level of preparation much higher and keep teachers relatively up to date.

Among ISCPET-tested devices are off-campus in-service courses, a specially designed correspondence course, a special course intended to teach a few key teachers transformational grammar, and MAT programs. All these prove effective, but only if the persons responsible gear the work to the genuine needs of teachers. "Regular" graduate courses, whether in English or Education, are generally less useful than are courses that combine relevant content with suggestions for teaching. Many courses in educational theory and, for example, the prose of Walter Savage Landor offer little that teachers can use in a classroom filled with thirty-five apathetic sixteen-year-olds.

8. Evaluation

The NTE English Language and Literature Test (ETS) is not a satisfactory evaluative instrument unless all that is wanted is a total score based on a hundred and twenty-five items selected from the whole range of literature, language, composition, and methodology. No item analyses are provided by ETS, on the ground that there are too few items in each category to be meaningful. Part scores--e.g., on knowledge of language--are also not available. The total scores do enable an institution to compare one of its students with another, or the institution's norm with a national norm, but no more. The tests cannot be used to gauge how well the institution's students are being prepared in each of the large facets of English and methodology.

ISCPET therefore recommends that its Forms A-F, or some of them, be duplicated for use in institutional self-study. Also, if the Illinois Tests in the Teaching of High School English become available commercially, these will be useful not only for measurement of individual students but also for evaluation of relative strengths and weaknesses of an institution's program for preparing English teachers.

One unrelated point about educational measurement and evaluation needs to be made. An ISCPET study revealed that English teachers as a group have scanty knowledge of evaluative procedures and instruments. At least an introduction to this subject should be included in one of their Education courses; a more detailed study is suitable for a graduate course.

C. Recommendations for Further Research in English Teacher Preparation

(In this section, quotation marks represent direct quotations from ISCPET Institutional Representatives.)

1. An ISCPET-like study is needed to work upon the English preparation needed for elementary teachers.

2. Another ISCPET-like study is needed to supplement and test the work of the NCTE and the MLA on the preparation of English teachers for the junior colleges.

3. Still another ISCPET-like study could devote its attention to preparation of English teachers for the senior colleges and graduate schools. This study, too, would supplement and test work already done by professional organizations.

4. Much more study of in-service education is needed: its purposes, its rationale, and the most effective and efficient procedures for conducting it on college campuses, by correspondence, and in the schools.

5. Current EPDA programs emphasize needed interaction of colleges, schools, and communities. Research is needed to show how such interaction can be made most effective.

6. Additional research is needed concerning the special preparation desirable for teachers of culturally disadvantaged students, American students for whom English is a second language, slow learners, exceptionally bright students, and other special groups.

7. The theory that English is an academically based tripod and the theory that it should be activity-based (the Dartmouth Conference) at some points run head-on into each other. How can English Education programs assist in reconciling differences and in helping teachers to choose the best from two possible worlds?

8. "Experimentation and research are needed in the use of mass communication media in the teaching of English as an American, living language in the secondary and college curriculums.

"Each day of the twentieth century widens the gap between the language of English literature (in the centuries-old traditional meaning of the word, embodied in anthologies of antiquity and pre-modern eras) and the vernacular and style of current American literature, written communication of the periodical press, and oral communication of electronic media--radio and television--and films.

"Today's student needs to be taught to evaluate and utilize the kind of written and oral communication that he encounters daily in a prolific degree in all aspects of our society. A student needs to learn to recognize bias and distortion of fact and reality in written and oral communication at least as much as he needs to recognize a sonnet.

"The subject of English needs to be broadened into a meaningful (to all students) study of our own living language, as well as a heritage from the past."

9. "A technology for English Education: English Education is largely committed to printed materials. I foresee the rise of hardware, software, media, and computerized materials. The reorganization of educational corporations points to this type of growth in the future of English Education."

10. "Coping with the English knowledge explosion: I don't think the English Department curriculum has adapted to the substantive additions to the discipline of English from linguistics, world literature, critical theory. Beginnings have been made, but only beginnings."

11. "Impact of the 'New English' on teachers: Implications of the new knowledge are still not accounted for in terms of teacher competencies. This applies to both pre-service and in-service programs of preparation. The peculiarity of this area is that it involves more than the preparing institution and the teacher: it includes school boards, where policy originates, and school administrators, who execute policy. Means must be devised to draw both of these groups into the sphere of preparing English teachers."

12. "Scientific humanists in English Education: ISCPET has persuasively demonstrated the 'researchability' of English Education. Historically, English has been the stronghold of humanistic processes, but the new view is that in spite of this history, English is not antithetical to scientific methods of thought. _The new breed of English Educators will have competencies along the continuum from intuitive thinking to inductive thinking_."

13. "Basic curriculum evaluation: This is the grayest of the gray areas in English Education research. The scope of curriculum study in English Education in the past and today is to develop materials, teach them, and then measure to what extent they have been learned. Beyond this, there is still the more fundamental question of 'if' and 'how' the students are better off for having studied and learned the materials. This area is so much in the future that we still don't have a rationale for it, let alone having a methodology and a technology."

14. "Examination of student teaching experience with a view toward discovering the optimum working arrangements among the individuals involved: student teacher, cooperating teacher, supervisor, school administrator."

15. "The extent to which teachers of English are actually influenced by what they have been 'taught' in courses on the teaching of English."

16. "Further nation-wide surveys to determine what English teachers actually do in the classroom. The Squire-Applebee study is a valuable contribution in this direction, but much more needs to be done."

17. "A longitudinal study of the effect of learning the transformational grammar system (as embodied, for example, in Roberts' Linguistic Series for grades 3-9) on improvement in writing. Research on the effectiveness of grammar can hardly be said to be definitive."

18. "A survey to determine the extent to which English teachers themselves like poetry and read it voluntarily."

19. "A study of the kinds of writing activities successful writers actually engaged in, in the process of becoming good writers, and the implications of the findings for teaching writing in school."

20. "Construction of observation schedules for evaluating instruction specifically in the various fields of English."

21. "Survey of the attitudes of teachers of English concerning criteria of 'good' English."

APPENDIX A

QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS OF ENGLISH: A PRELIMINARY STATEMENT

The Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School Teachers of English (ISCPET) is supported by funds supplied in accordance with a contract with the U. S. Office of Education. Representatives of the twenty institutions[1] involved in ISCPET are conducting a five-year study of ways of improving teacher preparation. They have prepared as a working guide the preliminary lists of qualifications that follow. The representatives, drawn from departments of English and Education, base this statement upon their own experience and observation; upon the recommendations of an advisory committee composed of twelve nationally known persons in English, Speech, and Education; and upon additional recommendations from Illinois authorities on certification, school administrators, secondary school English consultants, English department heads, and English teachers.

The lists have these five headings: Knowledge of Language; Knowledge and Skill in Written Composition; Knowledge and Skill in Literature; Knowledge and Skill in Oral Communication; and Knowledge and Skill in the Teaching of English.

Although no specific list of competencies in general education has been prepared, there is a consensus that any teacher of English should possess at least basic knowledge of social science, natural science, and the humanities other than English, including at least a fair command of a foreign language. No attempt has been made to list the personal qualities that are involved in successful teaching. Such a list, incorporating as it must such varied items as integrity, willingness to work hard, liking for children, and a pleasant voice, would be little more than a catalog of virtues desirable in any human being.

The division into five lists has been for the sake of coherence in presentation. Such separation is admittedly artificial. For example, competencies in language, literature, and composition are in truth inseparable; professional and academic qualifications necessarily interact.

Persons responsible for planning college curriculums based upon the competencies must realize that no one-to-one ratio exists between competencies and courses. That is, the attainment of one competency may require more than one college course, and, conversely, a single course may sometimes provide sufficient instruction to cover several of the competencies.

In these lists, the "minimal" level of qualification describes the competencies to be expected of a secondary school English teacher who has no more than a teaching minor in English. It may, however, also describe the competencies of an English major whose ability is only mediocre or whose college preparation has been of less than average quality.

The "good" level of qualification describes competencies reasonable to expect in able or fairly able English majors whose ability and college preparation have been average or better in quality.

The "superior" level of qualification describes competencies to be expected in highly able persons whose college preparation has been of very good or excellent quality; it is likely to include graduate work and may require some years of teaching experience.

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[1] Aurora College
Bradley University
DePaul University
Greenville College
Illinois Institute of Technology
Illinois State University at Normal
Illinois Wesleyan University
Knox College
Loyola University
Monmouth College
North Central College
Northwestern University
Olivet Nazarene College
Rockford College
Roosevelt University
St. Xavier College
Southern Illinois University
University of Chicago
University of Illinois
Western Illinois University

The "minimal" qualifications are not recommended. Rather, they are basic to attaining the "good" qualifications. Each college or university engaged in preparing secondary school teachers of English should, in the opinion of those responsible for this report, attempt to prepare teachers who have attained at least the "good" level.

1. KNOWLEDGE OF LANGUAGE

Minimal	Good	Superior
An understanding of how language functions	A detailed understanding of how language functions, including knowledge of the principles of semantics	Sufficient knowledge to illustrate richly and specifically the areas listed under "good"
A reasonably detailed knowledge of one system of English grammar and a working familiarity with another system	A detailed knowledge of at least two systems of English grammar	
A knowledge of the present standards of educated usage; a knowledge of the various levels of usage and how those levels are determined	A thorough knowledge of levels of usage; some knowledge of dialectology, a realization of the cultural implications of both	
	A knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes	

2. KNOWLEDGE AND SKILL IN WRITTEN COMPOSITION

Minimal	Good	Superior
Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage	A well-developed ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage	In addition to "good" competencies, a detailed knowledge of theories and history of rhetoric and of the development of English prose
A basic understanding of the processes of composing	Perception of the complexities in the processes of composing	Perception of the subtleties, as well as the complexities, in the processes of composing
Ability to analyze and to communicate to students the specific strengths and weaknesses in their writing	Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively	Ability to give highly perceptive analysis of the strengths and weaknesses in the writing of students, to communicate this exactly, and to motivate students toward greater and greater strengths
Ability to produce writing with at least a modicum of the characteristics noted above	Proficiency in producing writing with at least considerable strength in the characteristics noted above	Proficiency in producing writing of genuine power; ability and willingness to write for publication

3. KNOWLEDGE AND SKILL IN LITERATURE

Minimal	Good	Superior
Acquaintance with the most important works of major English and American authors	Familiarity with the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres	In addition to the "good" competencies: Intensive and extensive knowledge of one or more major authors and of at least one genre, and one period; knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature
Awareness of the patterns of development of English and American literature from their beginnings to the present	As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore	
Ability to read closely an unfamiliar literary text of average difficulty with comprehension of its content and salient literary characteristics	Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics	Familiarity with major critical theories and schools of criticism
	Familiarity with a considerable body of literature suitable for adolescents	

4. KNOWLEDGE AND SKILL IN ORAL COMMUNICATION

Minimal	Good	Superior
An understanding of basic principles of preparing and presenting an oral report	An understanding of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; an understanding of the relationships between speaking and other facets of English	In addition to the "good" competencies: touches of expertise and showmanship that a professional speaker, oral interpreter, or actor possesses
An awareness of the role of listening in communication	A knowledge of current information relative to listening techniques	
An ability to speak with clarity and in conformity with present standards of educated usage	An ability to speak clearly and effectively, and in conformity with present standards of educated usage	
An ability to read aloud well enough for ready comprehension	An ability to read aloud well enough to convey most aspects of the interpretive art--meaning, mood, dominant emotions, varying emotions, overtones, and variety	

5. KNOWLEDGE AND SKILL IN THE TEACHING OF ENGLISH

Minimal	Good	Superior
Some understanding of basic principles of educational psychology	Knowledge of educational psychology, especially of the learning process and adolescent psychology	Competence in the knowledge and application of educational psychology; detailed knowledge of the stages of language growth in children and youth
Introductory knowledge of American secondary education	Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective	
A basic understanding of the content, instructional materials, and organization of secondary English programs	A good understanding of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program	A thorough understanding of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program; knowledge of principles of curriculum development in English
A basic knowledge of ways to teach English, with an awareness of the importance of developing assignments that guide students in their study of language, written and oral communication, and literature	A wide knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature	A thorough knowledge of the most effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop sequential assignments that guide, stimulate, and challenge students in their study of language, written and oral communication, and literature
Some knowledge of corrective and developmental reading techniques	Moderate knowledge of corrective and developmental reading techniques	A relatively thorough knowledge of corrective and developmental reading techniques
Understanding of basic principles of evaluation and test construction in English	Broad understanding of basic principles of evaluation and test construction in English	Thorough understanding of basic principles of evaluation and test construction in English

APPENDIX B

ISCPET'S ILLINOIS TEACHER RATING SCALES

APPENDIX B1----Form A: For Student English Teachers at End of Student Teaching or Internship

APPENDIX B2----Form B: For "Cooperating" or "Critic" English Teachers in the Secondary School

APPENDIX B3----Form C: For College Supervisors of Student English Teachers

APPENDIX B4----Form D: For English Teachers at End of One Year of Teaching

APPENDIX B5----Form E: For Employers of English Teachers Who Have Completed One Year of Teaching

APPENDIX B6----Form F: For English Department Chairmen

APPENDIX B1

ILLINOIS SELF-RATING SCALE FOR STUDENT ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM A: For Student English Teachers
at End of Student Teaching or Internship

Your name ______________________________ Today's date ____________

College/university granting your degree ______________________________

Your college major ____________________ Your college minor ____________________

Student teaching school ____________________ Location ______________ Enrollment ________

Student teaching schedule:

Subject taught (English, French, History, etc.)	Grade level	Ability level	Number of days you taught class

Total amount of time spent in teaching assignment (in hours): Actual teaching _____; Preparation for teaching _____; Conferences (with cooperating and supervising teachers) _____.

List all "extra" assignments, such as club sponsorship, study hall duty, yearbook, etc.

____

____

____

Directions: You are asked to evaluate your knowledge in English and skill in the teaching of English as objectively and as honestly as you can at the end of your student teaching. Do not compare your preparation with that of English teachers who have one or more years of experience and/or degrees which you do not have. Compare it with the preparation of other prospective English teachers who are completing student teaching and will soon be receiving a bachelor's degree. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Do fairly well. No signs of serious weakness. Usually do what is fairly adequate but show no particular knowledge or skill above average.

4 - Minimal-----Less than average. Am barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

APPENDIX B2

ILLINOIS RATING SCALE FOR STUDENT ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM B: For "Cooperating" or "Critic" English
Teachers in the Secondary school

Name of student teacher ______________________________ Today's date __________

Name of student teacher's college or university ______________________________

Name of secondary school ______________ Location ______________ Enrollment ________

Name of teacher completing this form (your name) ______________________________

Your position ______________________ Years of experience ____________________
(if department chairman, specify)

Degrees you hold ________ Your college major ________ Your college minor ____________

Length of student teaching period in weeks ______ Is the student assigned to student teaching for a full day? ( ) or a part of a day? (Please specify part ____________________)

How have you become aware of this teacher's qualifications? Check all that apply.

Individual conferences ( )

Class observation ( )

Comments by department chairman or system supervisor ( )

Comments by students ( )

Comments by teachers ( )

Comments by parents ( )

Other (specify) ______________

Directions: Rate the student teacher's knowledge in English and skill in the teaching of English by comparing them with the preparation of other student English teachers whom you have known or supervised. Do not compare them with the preparation of experienced English teachers, even that of beginning teachers who have completed only one year of full-time teaching. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

APPENDIX B3

ILLINOIS RATING SCALE FOR STUDENT ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM C: For College Supervisors of
Student English Teachers

Name of student teacher ______________________ Today's date ____________

Name of college supervisor (your name) ______________________________

Name of college or university ______________________ Enrollment __________

Name of secondary school ____________ Location ____________ Enrollment ______

Degrees you hold __________ Your experience teaching secondary English ____________ (in years)

Your college major ________________ Your college minor ________________

Number of visits you made during student teaching ______ Average length of each visit ______

How have you become aware of this teacher's qualifications? Check all that apply:

Individual conferences	( )	Comments by students	( )
Class observation	( )	Comments by teachers	( )
Comments by department chairman or system supervisor	( )	Comments by parents	( )
		Other (specify) ________________	

Directions: Rate the student teacher's knowledge in English and skill in the teaching of English by comparing them with the preparation of other student English teachers whom you have known or supervised. Do not compare them with the preparation of experienced English teachers, even that of beginning teachers who have completed only one year. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English an the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

APPENDIX B4

ILLINOIS SELF-RATING SCALE FOR BEGINNING ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM D: For English Teachers at End
of One Year of Teaching

Your name ______________________________ Today's date __________

College or university which granted your degree ______________________________

Your college major ______________________ College minor ______________________

Secondary school where you taught ______________ Location ______________ Enrollment ____

Classes taught during first year:

Subject taught (English, French, History, etc.)	Grade level	Ability level, if any

List all "extra" assignments, such as club sponsorship, study hall duty, yearbook, etc.

____

____

Directions: You are asked to evaluate your knowledge in English and skill in the teaching of English as objectively and honestly as you can at the end of your first year of teaching. Do not compare your preparation with that of English teachers who have more than one year of teaching experience and/or degrees which you do not have; compare your preparation with that of other English teachers who are completing one year of teaching and still have only a bachelor's degree. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Do fairly well. No signs of serious weakness. Usually do what is fairly adequate but show no particular knowledge or skill above average.

4 - Minimal-----Less than average. Am barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

APPENDIX B5

ILLINOIS RATING SCALE FOR BEGINNING ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM E: For Employers of English
Teachers Who Have Completed One Year of Teaching
(To be completed by a school administrator)

Name of beginning teacher ______________________ Today's date __________

School ______________ Location ______________ Enrollment __________

Your name ______________________ Position ______________________

Experience in the secondary school __________ (in years) Degrees you hold ______________

Your college major ______________ Your college minor ______________

How have you become aware of this teacher's qualifications? Check all that apply:

Individual conferences ( )
Class observation ( )
Comments by department chairman or system supervisor ( )

Comments by students ( )
Comments by teachers ( )
Comments by parents ( )
Other (specify) ______________

Directions: Rate the knowledge in English and the skill in the teaching of English of the beginning teacher by comparing them with the preparation of other beginning English teachers at the end of the first year of full-time teaching. Do not compare them with the preparation of teachers who have several years of experience or who have advanced degrees that this beginning teacher does not have. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships; cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH	1	2	3	4	5	Comment, if you wish.
A. Knowledge of language						
B. Knowledge and skill in written composition						
C. Knowledge and skill in literature						
D. Knowledge and skill in oral communication						

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate the students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. PROFESSIONAL QUALIFICATIONS	1	2	3	4	5	Comment, if you wish.
36. Knowledge of general duties expected of a teacher in your school						
37. Classroom management and discipline						
38. Professional zeal; attitude toward teaching English in the secondary school						
39. Interest in the students						
40. Participation in co-curricular activities: supports school events, sponsors a student group, for example						
41. Leadership potential in teaching						

V. ADDITIONAL COMMENTS:

APPENDIX B6

ILLINOIS RATING SCALE FOR BEGINNING ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM F: For English Department Chairman
(If there is no Chairman, for experienced
teacher who is acquainted with beginning teacher.)

Name of beginning teacher ____________________ Today's date ________

Your name ____________________ Position ____________________

Degrees you hold ____________ Your experience teaching secondary English ______ (in years)

Your college major ____________________ Your college minor ____________________

School ____________________ Location ____________ Enrollment ______

How have you become aware of this teacher's qualifications? Check all that apply:

Individual conferences ( )

Class observation ( )

Comments by other department chairmen or system supervisor ( )

Comments by students ( )

Comments by teachers ( )

Comments by parents ( )

Other (specify) ____________________

Directions: Rate the knowledge in English and the skill in the teaching of English of the beginning teacher by comparing them with the preparation of other beginning English teachers at the end of the first year. Do not compare them with the preparation of teachers who have several years of experience or who have advanced degrees that this teacher does not have. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

APPENDIX C

QUALIFICATIONS OF SECONDARY SCHOOL TEACHERS OF ENGLISH: A FINAL STATEMENT

The Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School Teachers of English (ISCPET) was supported by funds supplied in accordance with a contract with the U. S. Office of Education. Representatives of the twenty institutions[1] involved in ISCPET conducted a five-year study of ways of improving teacher preparation. They prepared as a working guide the lists of qualifications that follow. The representatives, drawn from departments of English and Education, base this statement upon their own experience and observation; upon the recommendations of an advisory committee composed of twelve nationally known persons in English, Speech, and Education; and upon additional recommendations from Illinois authorities on certification, school administrators, secondary school English consultants, English department heads, and English teachers.

The lists have these five headings: Knowledge of Language; Knowledge and Skill in Written Composition; Knowledge and Skill in Literature; Knowledge and Skill in Oral Communication; and Knowledge and Skill in the Teaching of English.

Although no specific list of competencies in general education has been prepared, there is a consensus that any teacher of English should possess at least basic knowledge of social science, natural science, and the humanities other than English, including at least a fair command of a foreign language and its literature. No attempt has been made to list the personal qualities that are involved in successful teaching. Such a list, incorporating as it must such varied items as integrity, willingness to work hard, liking for children, and a pleasant voice, would be little more than a catalog of virtures desirable in any human being.

The division into five lists has been for the sake of coherence in presentation. Such separation is admittedly artificial. For example, competencies in language, literature, and composition are in truth inseparable; professional and academic qualifications necessarily interact.

Persons responsible for planning college curriculums based upon the competencies must realize that no one-to-one ratio exists between competencies and courses. That is, the attainment of one competency may require more than one college course, and, conversely, a single course may sometimes provide sufficient instruction to cover several of the competencies.

In these lists, the "minimal" level of qualification describes the competencies to be expected of a secondary school English teacher who has no more than a teaching minor in English. It may, however, also describe the competencies of an English major whose ability is only mediocre or whose college preparation has been of less than average quality.

The "good" level of qualification describes competencies reasonable to expect in able or fairly able English majors whose ability and college preparation have been average or better in quality.

The "superior" level of qualification describes competencies to be expected in highly able persons whose college preparation has been of very good or excellent quality; it is likely to include graduate work and may require some years of teaching experience.

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[1] Aurora College
Bradley University
DePaul University
Greenville College
Illinois Institute of Technology
Illinois State University at Normal
Illinois Wesleyan University
Knox College
Loyola University
Monmouth College
North Central College
Northwestern University
Olivet Nazarene College
Rockford College
Roosevelt University
St. Xavier College
Southern Illinois University
University of Chicago
University of Illinois
Western Illinois University

The "minimal" qualifications are not recommended. Rather, they are basic to attaining the "good" qualifications. Each college or university engaged in preparing secondary school teachers of English should, in the opinion of those responsible for this report, attempt to prepare teachers who have attained at least the "good" level.

1. KNOWLEDGE OF LANGUAGE

Minimal	Good	Superior
An understanding of how language functions	A detailed understanding of how language functions, including knowledge of the principles of semantics	Sufficient knowledge to illustrate richly and specifically the areas listed under "good"
A reasonably detailed knowledge of one system of English grammar and a working familiarity with another system	A detailed knowledge of at least two systems of English grammar	
A knowledge of the present standards of educated usage; a knowledge of the various levels of usage and how those levels are determined	A thorough knowledge of levels of usage; some knowledge of social and geographical dialects; a realization of the cultural implications of both usage and dialect	
	A knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes	

2. KNOWLEDGE AND SKILL IN WRITTEN COMPOSITION (IMAGINATIVE AND EXPOSITORY)

Minimal	Good	Superior
Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage	A well-developed ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage	In addition to "good" competencies, a detailed knowledge of theories and history of rhetoric and of the development of English prose
A basic understanding of the processes of composing writings of various types	Perception of the complexities in the processes of composing writings of various types	Perception of the subtleties, as well as the complexities, in the processes of composing writings of various types
Ability to analyze and to communicate to students the specific strengths and weaknesses in their writing	Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively	Ability to give highly perceptive analysis of the strengths and weaknesses in the writing of students, to communicate this exactly, and to motivate students toward greater and greater strengths
Ability to produce writing with at least a modicum of the characteristics noted above	Proficiency in producing writing with at least considerable strength in the characteristics noted above	Proficiency in producing writing of genuine power; ability and willingness to write for publication

3. KNOWLEDGE AND SKILL IN LITERATURE

Minimal	Good	Superior
An awareness that all literature is a reflection of the human condition.		
Acquaintance with the most important works of major English and American authors	Familiarity with the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres	In addition to the "good" competencies: Intensive and extensive knowledge of one or more major authors and of at least one genre and one period; knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature
Awareness of the patterns of development of English and American literature from their beginnings to the present	As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore	
Ability to read closely an unfamiliar literary text of average difficulty with comprehension of its content and salient literary characteristics	Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics	Familiarity with, and ability to make pertinent applications of, major critical theories and schools of criticism
	Familiarity with a considerable body of literature suitable for adolescents of varying abilities and backgrounds	

4. KNOWLEDGE AND SKILL IN ORAL COMMUNICATION

Minimal	Good	Superior
An understanding of the place of oral communication in the teaching of English	An understanding of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; an understanding of the relationships between speaking and other facets of English	In addition to the "good" competencies: touches of expertise and showmanship that a professional speaker, oral interpreter, or actor possesses
An awareness of the role of listening in communication	A knowledge of current information relative to listening techniques	
An ability to speak with clarity and in conformity with present standards of educated usage	An ability to speak clearly and effectively, and in conformity with present standards of educated usage; an ability to recognize the virtues of divergence in language	
An ability to read aloud well enough for ready comprehension	An ability to read aloud well enough to convey most aspects of the interpretive art--meaning, mood, dominant emotions, varying emotions, overtones, and variety	

5. KNOWLEDGE AND SKILL IN THE TEACHING OF ENGLISH

Minimal	Good	Superior
A knowledge and appreciation of students as individuals		
Creative approaches to meeting the social responsibility of teaching English to all youth		
Some understanding of basic principles of educational psychology	Knowledge of educational psychology, especially of the learning process and adolescent psychology	Competence in the knowledge and application of educational psychology; detailed knowledge of the stages of language growth in children and youth
Introductory knowledge of American secondary education	Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective	
A basic understanding of the content, instructional materials, and organization of secondary English programs	A good understanding of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program	A thorough understanding of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program; knowledge of principles of curriculum development in English
A basic knowledge of ways to teach English, with an awareness of the importance of developing assignments that guide students in their study of language, written and oral communication, and literature	A wide knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature	A thorough knowledge of the most effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop sequential assignments that guide, stimulate, and challenge students in their study of language, written and oral communication, and literature
A basic understanding of the uses of mass media and multi-media approaches in the teaching of English	Knowledge of ways to select and use mass media and multi-media approaches to enhance the teaching of English	Sophistication concerning the selection and use of mass media and multi-media approaches to enrich the teaching of English
Some knowledge of corrective and developmental reading techniques	Moderate knowledge of corrective and developmental reading techniques	A relatively thorough knowledge of corrective and developmental reading techniques
Understanding of basic principles of evaluation and test construction in English	Broad understanding of basic principles of evaluation and test construction in English	Thorough understanding of basic principles of evaluation and test construction in English

APPENDIX D

INVENTORY OF ISCPET ACTIVITIES AND IMPACT*

The purpose of this inventory is to obtain summary information about the changes and activities that have occurred at each ISCPET cooperating institution as a result of having participated in ISCPET. This information is to be used by ISCPET Headquarters in the preparation of the final report to the U. S. Office of Education.

We have provided suggested headings under which the relevant parts of your institution's work may be presented. Some headings may not be appropriate in your situation; if so, those pages may be left blank. It may also be that you have done some things that should be mentioned but that are not covered by our headings; these may be added under your own headings on separate pages.

Since we may want to incorporate almost verbatim in the final report some of the things that you write, some degree of uniformity of presentation is desirable. We suggest a semi-outline form with sentences of explanation as needed. For example, on the page for changes in English Department course offerings a typical entry might go like this:

I. Courses added

  A. English 303--Introduction to the History of the English Language. Illinois previously offered no such course to which undergraduates were admitted. The purpose of this now required course is to familiarize prospective teachers with major developments in English phonology, morphology, syntax, and vocabulary.

  B. (etc.)

We should like to collect your responses at the IR meeting on October 4-5, 1968. If necessary, additions may be made later.

I. Major curriculum reforms in the institution's English Education program (other than course changes listed below)

II. Course Changes

  A. Changes in English Department course offerings (courses added, dropped, revised, reorganized)

  B. Changes in the Department of Education course offerings (courses added, dropped, revised, reorganized)

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*In its original form the Inventory was fifteen pages in length, allowing plenty of space for the responses of the institutional representatives.

C. Changes in courses offered jointly by the Departments of English and Education (courses added, dropped, revised, reorganized)

D. Changes in courses offered by departments other than English or Education and required or recommended for prospective secondary school English teachers (courses added, dropped, revised, reorganized)

III. Subjective and Objective Interpretation of Evaluation Data

A. Interpretation, discussion of the curriculum in relation to the evaluation data obtained by ISCPET's Illinois Teacher Rating Scales (Forms A-F)

B. Interpretation, discussion of the curriculum in relation to the evaluative data obtained by the NTE English Language and Literature Teaching Area Examination

IV. Dissemination of results/findings/conclusions/recommendations of the ISCPET Special Research Study(ies)

A. Articles published (complete bibliographic references)

B. Speeches given (by whom, title of speech, where, when, estimate of number of people in audience)

C. Materials produced for use by the profession as well as by the ISCPET Special Research Study(ies)

D. ISCPET-related Master's Theses/Doctoral Dissertations written, directed, or influenced by investigators of ISCPET Special Research Studies or by ISCPET Institutional Representatives

V. Conferences and Conventions

A. Conferences held by ISCPET Institutions in conjunction with the Special Study(ies) (name of conference, dates, purpose, number of people attending)

B. Other relevant conferences or area meetings held by the institutions

C. Conferences/conventions attended by Institutional Representatives in conjunction with ISCPET Special Study(ies)

D. Other conferences or conventions attended because of ISCPET involvement

VI. ISCPET Impact

A. New or proposed projects, teaching approaches or strategies brought about at an institution as a result of participation in ISCPET

B. Changes in faculty attitudes toward English or Education and English Education as a result of an institution's participation in ISCPET

C. Institutes, fellowship programs, workshops, etc., in English Education conducted by the institution between 1964 and 1969

D. Faculty additions or significant personnel shifts resulting from ISCPET

E. Professional activities or honors accruing to investigators or IR's as a result of ISCPET or the Special Research Study (committee membership, commitments of future publications, newspaper coverage, etc.)